

PRESIDENT'S REPORT  
*and*  
CATALOGUE *of* PUPILS

GIRARD COLLEGE

*The* CITY OF PHILADELPHIA, *Trustee*

FOR THE YEAR 1922

WITH PROCEEDINGS OF  
THE CELEBRATION OF  
THE SEVENTY-FIFTH ANNIVERSARY  
OF THE COLLEGE'S OPENING

*Printed by.*  
*Students*  
*in the Trade School*  
*of Girard College*

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1923

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STATED MEETINGS ON THE SECOND WEDNESDAY OF EACH MONTH  
AT 3.30 P. M.

# GIRARD COLLEGE COMMITTEES

1923

## HOUSEHOLD

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SAMUEL BELL, JR.

GEORGE J. ELLIOTT

HOBART A. HARE

WILLIAM H. KINGSLEY

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MURTHA P. QUINN

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FRANCIS SHUNK BROWN

CHARLEMAGNE TOWER

SAMUEL BELL, JR.

THE MAYOR

HOBART A. HARE

PRES. CITY COUNCIL

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## STATED MEETINGS OF COMMITTEES

AT GIRARD COLLEGE

Friday preceding second Wednesday :

HOUSEHOLD—2 P. M.

INSTRUCTION—2.45 P. M.

ADMISSION, DISCIPLINE AND DISCHARGE—

3.15 P. M.

# OFFICERS OF GIRARD COLLEGE

January 1, 1923

## PRESIDENT

CHEESMAN A. HERRICK, Ph.D., LL.D.

## VICE-PRESIDENT

JOSEPH M. JAMESON, Ph.B., Ph.D.

## FACULTY AND TEACHERS

### HIGH SCHOOL

- |   |  |
|---|--|
| D. MONTFORT MELCHIOR, A.B., A.M.,<br>Supervisor of High School Instruction, Head of Dep't and Professor of Social Science | SHOWELL C. DENNIS, B.S., M.S.,<br>Teacher of Science                     |
| C. ADDISON WILLIS, M.E., A.M.,<br>Head of Department and Professor of Mathematics   | S. IRVING SHORTESS, A.B.,<br>Teacher of Science                          |
| GEORGE C. FOUST, A.B., A.M.,<br>Head of Dep't and Professor of English.   | RALPH H. WARE, A.B.,<br>Teacher of History                               |
| R. FOSTER STEVENS, A.B., A.M.,<br>Head of Dep't of Science and Professor of Physics                                       | MISS ELLEN RITCHIE<br>Teacher of English and History                     |
| WILLIAM L. FICHTER, B.S., M.A.,<br>Acting Head of Dep't and Professor of Romance Languages                                | KENNETH T. WEBBER, B.S.,<br>Teacher of English                           |
| MISS KATHERINE K. HOBBS, A.M.,<br>Teacher of English  | MALCOLM G. WRIGHT, A.B.,<br>Teacher of French                            |
| DAVID A. McILHATTEN, A.B.,<br>Teacher of Mathematics  | MISS KATHLEEN MORRIS, A.B.,<br>Teacher of French                         |
| MORRIS WOLF, B.A., M.A., Ph.D.,<br>Teacher of History   | EVERT NOBLE, B. S.,<br>Teacher of Mathematics and Elementary Bookkeeping |
| BRUCE A. CAREY<br>Director of Vocal Music   | J. F. S. RUTHRAUFF, A.B.,<br>Teacher of History                          |
| MISS MARY E. ROBB,<br>Teacher of English  | CHESTER T. HALLENBECK, A.B.,<br>Teacher of Mathematics                   |
| MISS ANNIE DEAN SWIFT,<br>Teacher of History and Vocal Music  | CHESTER H. HARTZLER, M.S.,<br>Teacher of Mathematics                     |
| MISS CHARLOTTE A. RAGOTZKY,<br>Teacher of Mathematics   | JAMES B. MacDERMOTT,<br>Teacher of Mathematics                           |
| MISS LOUISE G. SIGMUND,<br>Teacher of Geography   | EDGAR C. KEAN, A.B.,<br>Teacher of Mathematics                           |
| PERCY E. MILLER, B.S.,<br>Teacher of Science  | NORMAN EDWARD DIEHL, B.S.,<br>Teacher of Mathematics                     |

### COMMERCIAL DEPARTMENT

- |  |  |
|--|--|
| CHARLES E. BOWMAN, B.B.A.,<br>Head of Dep't and Teacher of Book-keeping, Commercial Law and Industries | CHARLES T. BARDSLEY,<br>Teacher of Shorthand and Salesmanship  |
| RALPH A. JARRARD, B.C.S.,<br>Teacher of Typewriting and Office Practice                                | DAVID A. McILHATTEN, A.B.,<br>Teacher of Commercial Arithmetic |
|  | MISS LOUISE G. SIGMUND,<br>Teacher of Commercial Geography     |

RALPH W. MARCH, B.C.S.,  
Teacher of Commercial Studies

## MECHANICAL SCHOOL

SIMEON VAN T. JESTER, A.M.  
Superintendent

JOSEPH G. SIMCOCK,  
Instructor in Blacksmithing  
DANIEL FINK,  
Instructor in Carpentry  
HENRY SCHREINER,  
Instructor in Foundry  
JACOB MARTIN,  
Instructor in Applied Electricity  
GEORGE R. STROHM,  
Instructor in Woodwork and Pattern  
Making  
CLYDE I. MARTIN,  
Teacher of Intermediate High School  
Class

BENJAMIN F. ZIMMERMAN,  
Instructor in Machine Shop Practice  
R. ELLINGER BLITHE,  
Instructor in Mechanical Drawing  
EDWARD K. WORRELL, A.B.,  
Teacher of Elementary Industrial Class  
CHARLES M. COOPER,  
Instructor in Printing  
E. HAYDON PEREIRA,  
Instructor in Trade Drawing  
BENJAMIN BRAIN,  
Assistant Instructor in Foundry  
GEORGE A. HANSEN,  
Assistant Instructor in Machine Shop

WILLIAM C. ELDRIDGE  
Assistant Instructor in Printing

## TEACHERS OF SPECIAL SUBJECTS

ROBERT M. BROOKFIELD,  
Colonel 111th Infantry, P. N. G., Pro-  
fessor of Military Science and Tactics  
RALPH L. JOHNSON, M.A., Sc.D.,  
Teacher of Special Class  
GEORGE O. FREY,  
Instructor of Band

HARRY CLAY BANKS, JR.,  
Organist  
EARL PFOUTS  
Teacher of Violin  
MISS EDITH BREGY  
Teacher of Art  
\*HORACE R. ANDERS,  
Assistant Instructor of Band

ELEMENTARY SCHOOLS  
HAROLD BARNES, A.B., A.M.  
Supervising Principal

MISS ETHEL A. SIPPLE,  
Relieving Teacher and Assistant Su-  
pervisor, Grammar School  
BRUCE A. CAREY  
Director of Vocal Music  
MISS CAROLINE RUTH NORTH,  
Supervisor of Drawing

MISS A. ELIZABETH SUPLEE,  
Relieving Teacher and Assistant Su-  
pervisor, Primary School  
SIMEON VAN T. JESTER  
Director of Sloyd  
ERNEST LINDBLAD,  
JOHN F. BARRETT,  
HOWARD CONKLIN,  
Instructors in Sloyd

## ELEMENTARY SCHOOL TEACHERS

MISS JANE PEOPLES  
MISS MARY PEOPLES  
MRS. EVA ROBERTS STEVENS  
MISS HELEN A. WILSON  
MISS KATHERINE L. MORGAN  
MISS KATHARINE S. PAUL  
MISS MARY E. TEMPLIN  
MISS ROBERTA H. HOBBS  
MISS SOPHIE R. WORTHINGTON  
MISS ALICE B. RAGOTZKY  
MISS LAURA C. ESHLEMAN  
MISS ADA R. TAYLOR  
MISS ELIZABETH A. WIDDICOMBE  
MRS. SARA B. WEILER

MRS. MARY P. WARDLE  
MISS ANNA M. CROUSE  
MISS SARA J. RAMSEY  
MISS MARY J. McFARLAND  
MISS LORETTA McCORMICK  
MISS MILDRED SCHWAB  
MISS KATHRYN V. LEMMO  
MISS ROSE DAVIS  
MISS ISABEL C. BROWN  
MISS EMMA KEECH  
MISS MILDRED S. BENNERS  
MISS BEATRICE BUTT  
MISS KATHRYN J. GLEASON  
MISS HELEN S. QUICK

\*Died January 31, 1923

## HOUSEHOLD

### SUPERINTENDENT OF HOUSEHOLD

JOSEPH A. DAVIS, A.B., A.M.

### SUPERVISOR OF PLAYGROUNDS AND RECREATION

WILLIAM C. SPARKS, A.B.

### SENIOR PLAYGROUND AND RECREATION TEACHER

ARCHIBALD RALSTON

### PLAYGROUND AND RECREATION TEACHERS

WILLIAM E. BERNARD, Jr.

BYRON S. WALTON

Swimming Instructor

Gymnasium Instructor

WILLIAM C. SCHMIDT

BENJAMIN F. SEVERY

WALTER E. HAWKINS

ALFORD G. OTTO

JAY MARTIN KELCHNER, B.S.

JOHN A. SMALL

### SUPERVISORS OF INDUSTRIAL ACTIVITIES

WILLIAM C. DUNLAP

JOHN HAMILTON

LINFORD H. MOYER

### SENIOR HOUSEMASTERS

ALBERT B. HARMER

IRVING G. FERRIS

RICHARD J. GUSTIN

E. RECTOR LAWRENCE, A.B., I

GEORGE T. MOSHER

DABNEY C. FITZHUGH

### HOUSEMASTERS

WILLIAM H. HAGER

LAURIS R. WILSON

JAMES B. MACDERMOTT

J. F. S. RUTHRAUFF, A.B.

THOMAS W. FERGUSON

CHESTER H. HARTZLER, M.S.

WILLIAM E. NEILL

EDGAR C. KEAN, A.B.

FRANCIS F. SHOEMAKER

NORMAN EDWARD DIEHL, B.S.

OHN G. ROBERTS, Jr.

ALLEN W. CATES, A.B.

MICHAEL B. GROFF

WILBUR R. LECRON

NORMAN JONES

EDWARD ROBERT TRIGGS, B.S.

THESTER T. HALLENBECK, A.B.

### GOVERNESSES

MISS ADELE C. CASE

MISS DELLA M. ADAMS

MISS ELIZABETH C. DARE

MISS ANNA C. ROTH

MISS MARY S. CHANCE

MISS MINERVA R. SAUNDERS

MISS JANE M. SUPPLEE

MISS MABEL NEWCOMER

MISS MARGARET R. WYLLIE

MISS MYRA M. LONG

MRS. ELIZABETH H. WILT

MRS. MARIAN R. LYTTLE

MISS D. LACEA KIRKPATRICK

MRS. ELIZABETH GARDNER

MISS IRENE MALLAMS

MISS IDA NICHOLLS

MRS. CHARLOTTE DONAGHY

MISS MURIEL E. VENTRES

MISS NETTIE MARKWARD

MISS MARGARET SANKEY

MISS ANNA M. ELLIOTT, A.B.

MISS MARGARET FROLICH

MISS PEARLE AMES

MISS ALICE CARNAHAN

## GROUNDS, BUILDINGS AND PURCHASING

### STEWARD

FRANK O. ZESINGER

### ASSISTANT STEWARD

WILLIAM JAMISON

### CHIEF ENGINEER

ROBERT T. ANDERSON, B.S., E.E.

### HEAD GARDENER

FRANK D. POTTER, B.S.

## DEPARTMENT OF DOMESTIC ECONOMY

**SUPERINTENDENT  
ERNEST CUNNINGHAM**

DIETITIAN  
MISS SARA CLARK

SUPERVISORS OF DOMESTIC ECONOMY  
MISS LOUISA LAU MISS ANNA M. CRAFT  
ASS'T SUPERVISORS OF DOMESTIC ECONOMY  
MISS ELLEN S. BOYD MISS ELIZABETH McMICKING

## DEPARTMENT OF HEALTH

VISITING PHYSICIAN  
FRANK L. GREENEWALT, M.D.

**ASSISTANT VISITING PHYSICIAN**  
**ERNEST G. MAIER, M.D.**

**OPHTHALMOLOGIST**  
**CHARLES R. HEED, M.D.**

CHIEF OF NOSE, THROAT AND EAR DEPARTMENT  
NATHAN P. STAUFFER, M.D.

EMERITUS CONSULTING SURGEON  
HENRY R. WHARTON, M.D.

**CONSULTING SURGEONS**  
S. McCUEN SMITH, M.D.

CHARLES F. NASSAU, M.D. EDWARD J. KLOPP, M.D.

**CONSULTING PHYSICIAN**  
**THOMAS McCRAE, M.D.**

HEAD NURSE  
MISS OLIVE BROWN

## DEPARTMENT OF DENTISTRY

CHIEF OF DEPARTMENT  
SAMUEL P. CAMERON, D.D.S.

**DENTISTS**  
JOHN F. McKERNAN, D.D.S.      GEORGE F. PEACHEY, D.D.S.

## DEPARTMENT OF ADMISSION AND DISCHARGE

**SUPERINTENDENT  
FRANK D. WITHERBEE  
ASSISTANT SUPERINTENDENT  
JAMES NORMAN STEPHENS  
ASSISTANT TO SUPERINTENDENT  
MISS EDA S. HAYWOOD**

## LIBRARY

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MISS MARY MECUTCHEN  
ASSISTANT LIBRARIANS  
MISS ELISABETH B. WHITAKER      MISS CARRIE E. K. MATHEWS

SECRETARY TO THE PRESIDENT  
FREDERICK UNRATH  
SECRETARY TO THE VICE-PRESIDENT  
MISS H. BERYL INGRAM



# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1922

GIRARD COLLEGE, December 31, 1922.

*Board of Directors of City Trusts:*

GENTLEMEN:

In his annual Report for 1898 the President of the Board of Directors of City Trusts made the observation that the affairs of an institution, so long established as Girard College, were "necessarily so accurately adjusted and generally so well administered, that it is difficult to present annually a report containing matters of great novelty."

The above expresses, certainly in part, the feeling of every one who, year after year, is called upon to write an annual report. Yet, when one remembers that the purpose of education is to prepare for life, that that life will of necessity undergo change, and that the duties demanded of young men are constantly enlarging, it is obvious that any static or fixed process of education must fall short of the need. The President of the British Board of Education well said in 1917, when England was facing the greatest crisis in the World War, "Our children, and our children's children will be born into a more difficult world, and I think we shall be doing less than our duty to posterity if we do not take steps to arm them for the conflict in which they will be engaged." Of the educational service at Girard College in the past year we may well feel, as I trust we may feel in all the years to come, that,

"New occasions teach new duties; Time makes ancient good uncouth;  
They must upward still, and onward, who would keep abreast of  
Truth."

During the past year the President of Girard College has

delved a little into the past of the Institution. He has necessarily found much that is worthy of admiration in the Girard College annals of yester-year. But withal there has been brought home the conviction that the golden age of education at Girard College lies in the future, and that as never before there is now the inspiration to strive for the ushering in of that illusive day of promise which seems ever to be encamped just a little ahead of our march of progress.

A study of Girard College's past makes one patient in working for an ideal. Forward movements in the College, great reforms which have come, have not sprung full-armed from the brain of some executive as Pallas Athena is reputed to have sprung full-panoplied from the brain of Jove. Ideals, to be effective, need to be planted, to mature and to fructify. As mortar requires time to harden or "set," that it may have strength, so the constructive power of ideals must await its fulness of time. Thus, such movements in Girard College as mechanical instruction, the use of boys in the industrial operations of the Institution, the introduction of a system of savings bank accounts, the furnishing of a wholesome and rational system of playground instruction, the establishment and extension of evening courses of lectures and entertainments, the lengthening of summer vacations, the extension of privileges to boys, a less rigid system of discipline, these and many other progressive policies have come by slow degrees, and necessarily have been spread over a series of years. Some of these now seemingly obvious administrative developments were introduced after twenty years of discussion. A study of the College history cannot but make the present administration patient and hopeful in promoting new policies.

On one occasion the distinguished President Emeritus of Harvard University, Charles W. Eliot, was asked to name what he regarded as a fundamental qualification of the successful college president. President Eliot replied, "The capacity to inflict pain." Any one who has been in an administrative post where he must stem the tide of natural desire, either in a home, a business organization, or in a school, cannot fail to grasp the significance of this answer. Meekly and obligingly to bow to every passing desire, to drift with the popular tide, to yield to

the demands of those with whom he has relationships, to bask always in the bright skies and the pleasant sunshine of a day in June, is the easy and attractive course for the administrative officer, but such a course inevitably must result in lack of progress, and in the development of softness and supineness. Character is indeed, born of travail.

The administrator to be successful must not only vision a city of promise toward which his effort is ever directed, but he must believe in his own ability to journey toward this city, if not actually to encamp within its sacred precincts. When near the close of his notable administration at Dartmouth College President Tucker recalled a remark which was once made comparing the early history of Dartmouth with its later development; this remark, which had been made by an under-graduate, was that Dr. Wheelock and President Tucker were alike in that they "were gamblers by instinct." Any great work has in it an element of chance, and the realization of any great accomplishment must be the result of hazarding a belief in an ideal, and a willingness to strive for its realization.

Whatever else an annual report may be, its high purpose should always be to give an evaluation of the school's success in teaching what the deed of gift for the Phillips Academy at Andover termed, "the Great End and Real Business of Living." It was with this thought that President Fisher of the British Board of Education wrote in 1917 that he regarded education as one of the most precious possessions in life, and that the more fully and generally it can be distributed the more happy and the stronger will be the nation. President Fisher added, "Until the people of this country come to view Education as the most fruitful of all benefits which age can confer upon youth, and not as one of those troublesome ailments of childhood which must be got through as quickly as possible, it is vain to expect any great improvement in the standard of our National Schools."

An annual report should be an opportunity, as was recently suggested by the distinguished Headmaster of St. Paul's School, for the school "to interpret itself as a factory of individuals." Dr. Drury added that the time would be well spent if the teacher would on occasion throw down his books and school tasks and

cry out, "What in the name of all that is vital has this lesson got to do with living?" If the thing which the school is doing can in some way be vitally related to the life in the community of which the school is a part, then the tasks of the school will be revived with a new interest, then the teacher and the taught alike will catch the inspiration that comes from an understanding of the values and duties of life.

The ease with which those engaged in the supervision of education may deceive themselves is well set forth by Dr. Drury in his annual report for the current year: "A stupefying satisfaction in small successes cheats us of the knowledge of our goal and of our failure to reach it. We must counsel one another not to get hold of the school problem by the small end, contenting ourselves with minor victories, or devoting our attention to any one phase, and cluttering our minds with statistics however neatly marshaled. . . . Such a method is petty, and blinds the vision of men who are concerned, whether as trustees or schoolmasters or parents or alumni, with the whole big chaotic business of education."

It is our hope that all who have labored at Girard College in the past year have been taking a broader view of their tasks, and that they are relating the things which they are doing here to the life which the boys will lead when they go out from the Institution. In other words, we are seeking to follow the light of educational progress, and it is the hope of all who are here in service that our faces are toward the bright future of the world's tomorrow, and that our light is not darkness. If this be true, then we shall have hastened the coming of that glorious day of prediction of which Professor William C. Bagley has written, "A little more light for the common man this year, next year, a hundred years from now, and the battle for humanity, for democracy and for brotherhood is won." With our ideals once again reaffirmed we have in the past year rededicated ourselves to the task of bringing to the boys committed to the care of this great Institution the opportunity which will equip them to enter into their heritage.

The Report of the President of Girard College for 1897, written immediately following the celebration of the fiftieth

anniversary on January 1, 1898, drew attention to the first half century of the history of the College and pointed out that such a celebration "suggested a suitable time for the introduction of needed improvements." Twenty-five years have passed since this was written, and as stock is taken of the number of boys whom the Institution has served, it is found that nearly or quite as many have been received during the third quarter century of the Institution's history as were cared for by it during the half century preceding. It is safe to say that in the field of educational progress, in the definition of aim, and in the realization of the high purpose for which Girard College was established, quite as great accomplishments were realized in the twenty-five years last past as were possible in the first fifty years of the Institution's history.

The seventy-fifth anniversary of the opening of the College offers an occasion for an evaluation of the work of the Institution. The historical and descriptive papers prepared in connection with the celebration of the fiftieth anniversary and later published as a volume, have been, up to this time, the most complete account of Girard College which has ever been put together, and that volume, printed in a considerable edition, is still in demand and is being given distribution.

The Diamond Jubilee of the opening of the College had recognition in a similar series of papers and addresses which it is purposed to print as a separate pamphlet, and also to incorporate as a part of the Annual Report for 1922, as the proceedings of the celebration on January 1, 1898, were made a part of the report for 1897. The papers and addresses presented on January 1, 1923, furnish a review of recent tendencies in the history of Girard College. They afford also a judgment as to the work which is being done, and the success which has attended the efforts of those who are here laboring. While the inclusion of these proceedings may not be in strict keeping with the conventional President's Report, it is the feeling of the Board of Directors of City Trusts and of the Executive Staff of the College that they properly merit a place as a part of the Annual Report for the year.

## CHANGES IN STAFF

### RESIGNATIONS

J. LEO GEIST, A.B., Teaching Housemaster.....	January 31
WILLIAM A. McCULLOUGH, Playground and Recreation Teacher .....	February 28
MISS M. ETHEL SWAIN, Governess.....	March 31
MISS M. BELLA LOY, Governess.....	March 31
WALTER E. YOUNG, Housemaster.....	June 30
MRS. ELSIE S. FIELD, Governess.....	July 31
HOWARD E. GREEN, A.B., Housemaster.....	August 31
S. L. MILLARD ROSENBERG, B.S., A.M., Ph.D., Acting Head of Department and Professor of Romance Languages.....	August 31
J. EARL KAUFFMAN, Playground and Recreation Teacher.....	August 31
MRS. MAY WARD LONG, Teacher of French.....	August 31
MRS. KATHERINE W. STOCKDALE, Governess.....	August 31
ALBERT E. WESTON, Housemaster.....	August 31
MRS. FRANCES BARBER, Governess.....	August 31
EARL F. MALONEY, A.B., Teacher of English.....	August 31
JOHN LANGDON JONES, A.B., Teacher of French.....	August 31
MISS LAURA H. WELCH, Governess.....	September 30
WILLIAM PERRY, D.D.S., Assistant Dentist.....	October 19

### APPOINTMENTS

MRS. ELIZABETH GARDNER, Governess.....	January 1
D. MONTFORT MELCHIOR, A.B., A.M., Supervisor of High School Instruction .....	February 1
EDGAR C. KEAN, A.B., Teaching Housemaster.....	February 1
JAMES NORMAN STEPHENS, Ass't Superintendent of Admis- sion and Discharge .....	February 1
EARL PFOUTS, Teacher of Violin.....	February 6
NORMAN EDWARD DIEHL, B.S., Teaching Housemaster.....	February 6
ALFORD G. OTTO, Playground and Recreation Teacher.....	March 1
MISS IDA NICHOLLS, Governess.....	May 8
BRUCE A. CAREY, Director of Vocal Music.....	September 1
WILLIAM L. FICHTER, B.S., M.A., Acting Head of Depart- ment of Romance Languages.....	September 1
MISS ELLEN RITCHIE, Teacher of English.....	September 1
KENNETH T. WEBBER, Teacher of English.....	September 1
MALCOLM G. WRIGHT, A.B., Teacher of French.....	September 1
MISS KATHLEEN MORRIS, Teacher of French.....	September 1
EVERT NOBLE, B.S., Teacher in High School.....	September 1
MISS EDITH M. BREGY, Teacher of Art.....	September 1
ALLEN W. CATES, A.B., Housemaster.....	September 1

WILBUR R. LECKON, Housemaster.....	September 1
EDWARD ROBERT TRIGGS, B.S., Housemaster.....	September 1
JOHN A. SMALL, Playground and Recreation Teacher.....	September 1
MISS LAURA H. WELCH, Governess.....	September 1
MISS MURIEL E. VENTRES, Governess.....	September 1
MISS ALICE CARNAHAN, Governess.....	September 1
MISS MARGARET SANKEY, Governess.....	September 15
MISS MARGARET FROELICH, Governess.....	October 1

### TRANSFERS

DABNEY C. FITZHUGH, Housemaster to Senior Housemaster..	January 1
RALPH H. WARE, A.B., Teaching Housemaster to Teacher of History .....	February 1

### DIED

BURTON T. SCALES, A.M., Director of Vocal Music.....	January 31
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The untimely death of Burton T. Scales on January 31, 1922, was mentioned in the 1921 report. On August 28, 1922, Miss Mary L. Govers, who for ten years had been in retirement from active service in the College, was called to her reward. Miss Govers was appointed a governess at Girard College on January 22, 1872, and she served with fidelity and self-sacrificing devotion for more than forty years. A great company of those to whom she here ministered have borne and will bear tribute to her nobility of life.

As this report was being prepared Mr. Horace R. Anders, Assistant Teacher of the Band, was similarly called from earth. Mr. Anders had served for eleven and a half years in his position and had won the friendship, esteem and good will of all who came in contact with him. His death on January 31, one year to a day from the day of the death of Mr. Scales, cast a pall over the Institution.

The list of changes in staff indicates much more nearly normal and stable conditions than have existed heretofore for a number of years. Increasingly those who come to the College come to continue permanently in its service. This means that there can be developed a cohesion of staff, and that coöperative relations may be established resulting in an efficiency in the administrative system quite impossible when a large number of teachers, administrative and household officers were new each year.

## HOUSEHOLD

The household work for the year has been well characterized by its Superintendent as a time of modification and adjustment.

Changes earlier introduced are becoming effective in the lives of the boys. We have during the past year been reaping the fruits of the senior housemaster plan of organization recently established. It now appears beyond question that the plan of having an officer as a senior in each building, he having administrative oversight over the building, and being a means of communication between the Superintendent of Household and the detailed work in his building, is a sound plan of organization and one likely to give good results.

Two or three new developments in the household work are worthy of mention. Some of these have been the extension of library facilities, the furnishing of copies of the daily newspapers to the older boys and the more general circulation of monthly magazines through the sections. A few good magazines are now provided for each section in the College.

During the past year there have been notable developments in the use of radio sets at the College. The materials for some of these have been supplied by the College, the boys installing the outfits; several sets have been built by the boys themselves out of materials which they have provided. Concerts, lectures, church services and all sorts of programs have been heard over the radio. Loud speakers or amplifiers have been installed on some of these outfits so that considerable groups of boys may hear at one time. The radio has been introduced as a feature in connection with moving picture exhibitions.

Under the present administration the boys are not allowed to go out into the city unaccompanied, unless they have suitable places to which to go, or we can have some knowledge of what they are doing. Boys who are below the fifth school grade are not granted Saturday privileges out. It is greatly to the credit of the household department that boys who otherwise would be kept within the College enclosure are taken out by their household officers on Saturdays and holidays. These excursions include walks to Fairmount Park, visits to the Zoölogical Garden,



trips to stores for small purchases and various excursions into the city. The Saturday and holiday trips out are a fine reward to the boys, and they have given the household officers an opportunity to learn their boys in a way which would otherwise be impossible.

It is gratifying to record a decided decrease in serious offenses for which marks of "unsatisfactory" and "very objectionable" have been given. The discipline of the past year has been much easier, and probably also much more effective, than has been the discipline of any other year during which the present President has been in the service of Girard College. It appears that our boys are more natural, that they are entering more whole-heartedly into the life here, and that they are more nearly meeting their teachers, administrative and household officers half way.

The Conference Committee has served as a sort of safety valve for student sentiment, and it has also served as a means of extending the student point of view to the teachers and officers, and the point of view of teachers and officers to the students. Boys now have at least the consciousness that they may come into court and be heard on any matter in which they feel that their interests are vitally at stake.

Slowly, but also surely, there is being created a new public sentiment among Girard College students. What the English schoolmasters call "the corporate life of the school" is in one sense indefinite, but in another sense, it is a very real thing. The great effectiveness of the English boarding schools as educational institutions has come in no small part from the influence of this corporate life upon the whole institution. When student sentiment can be crystallized and expressed, there is already in operation a new educational agency. An illustration of such a student sentiment is found in a creed known as "The Torch" which has been adopted by the National Honor Society. This creed, which is given below, might well be made an ideal not only in Girard College, but in schools everywhere.

#### THE TORCH : A CREED

I believe in the joy of study, the delight of acquaintance with books, the discipline of diligent learning and

the rediscovery of the world of nature and of men through an open mind.

I believe in character as essential to the highest type of scholarship. I hold that no intellectual achievement, however keen or clever, is worthy of deep respect unless it goes hand in hand with accuracy, reliability, honor, humility tolerance and truth.

I believe in service, that it is the privilege and responsibility of the enlightened member of any society to minister with kindness and understanding to the needs of the less fortunate in talent or in opportunity.

I rejoice in the burden of leadership which scholarship, character, and service lay upon me, for I believe that my torch should light others to lives of greater beauty, richer joy, and fuller service.

The establishment of what is known as the Key Man Prize at Girard College during the past year will, we trust, contribute further to the arousing of student sentiment and the recognition of ideals. From this time forward there is to be selected out of each graduating class one student to be known as Key Man. The announcement of this selection and the conferring of the prize will be made a feature of the Class Day exercises of the College. Five qualities enter into the choice of Key Man, they being: scholarship, which has a limit of fifty points; citizenship, which has a limit of twenty points; athletics, a limit of fifteen points; extra-curriculum activities, a limit of ten points; and student recognition, a limit of five points.

The record of the students for the last two years of their course will be taken as the basis of the above tabulation, and ratings will be made up from a series of sub-divisions. The student having the highest rating will be awarded the Key Man Prize. In addition to the public recognition which the award of this prize will receive and the substantial character of the prize itself, it is purposed that there shall be erected in some prominent place about the College a permanent bulletin board on which there may be placed the list of those who receive from year to year the award of the prizes as Key Men. The spirit in which

the announcement of this prize was accepted is a fine evidence of what must be regarded as wholesome ideals in Girard College.

## PLAYGROUNDS AND RECREATION

The report on physical training conditions at Girard College as made by Dr. R. Tait McKenzie in 1921 has been bearing fruit during the past year. The standard set by Dr. McKenzie, which calls for the granting of scholastic recognition for work done in physical education and the imposing of disability for work neglected, has resulted in a new attitude toward this branch of the work on the part of both the staff and the boys. Dr. McKenzie's pointed observation on the lack of suitable facilities in which to conduct the work in physical education contributed in no small part toward the decision to erect the Armory now in process of being built.

The results of the past year clearly demonstrate that athletics and games properly used may supplement and strengthen physical training, and that they may be made to serve an important place in the work of an institution. While Girard College is not primarily interested in athletic competition, it is interested in the out-of-door life and activities of the boys, and through athletic games it seeks to stimulate more interest in physical health, and skill in competition. By means of the free games adapted to the various seasons of the year every boy in Girard College acquires a fundamental knowledge of, and most of them considerable skill in, base-ball, basket-ball, hockey, soccer, volley-ball, track and field events, and tennis; in addition to the foregoing, boys are taught to swim, and they participate in swimming events in the pool and in calisthenic group work both on the playground and in the gymnasium. A certain amount of apparatus work is also taught in the gymnasium.

While every effort has been made to discourage the win-at-any-price spirit in competitive athletics, our boys have nevertheless a keen zest for winning, and they play the game to win. The Supervisor of Athletics and Recreation reports that, with this standard, Girard College athletic teams have won over eighty per cent of the contests in which they have engaged dur-

ing the past year. In certain branches of sport, notably soccer, basket-ball and swimming, teams representing the College have been so uniformly successful in recent years as almost to have given the idea that, if their successors do not win, the College will be disgraced. Indeed, one is sometimes disposed to raise the question whether a few wholesome defeats would not be a better discipline for our boys than winning so uniformly as certain of the teams have done.

An inspection of all the boys of the College has disclosed a limited number suffering from slight curvature of the spine, round or stooping shoulders, and fallen arches in the feet. Suitable exercises for the correction of these defects have been prescribed, first under direction, then on the boys' own initiative. As opportunities offer, boys have been stimulated to practice these exercises faithfully. If work of this sort is followed up, it cannot fail to be of lifelong service to the boys concerned.

Related to the playground and recreational activities have been certain services under the direction of industrial supervisors, such as domestic duties, care of the grounds, the tilling of the garden plots at the west end of the College enclosure, the tending of a flock of chickens, the cleaning of snow from the walks and roadways in winter, and other activities, which are all gathered together in this division of work. These are the tasks which would in the home be termed "chores", and the learning to render these small services is an important element in the educational development of growing boys.

One other interest in the field of recreation should be mentioned. This is the moving picture entertainments which have been under the supervision of the Household Department. Mr. George T. Mosher, who has decided that his duty to his aged parents compels him to discontinue his service early in the year 1923, has had charge of the moving picture exhibitions and he has done during the past year a high order of service. The summary of moving picture exhibitions given for entertainment is supplied below. This does not include various auditorium pictures, and educational films which have been exhibited in connection with the work of the schools.

Report on motion pictures from January 1, 1922, to January 1, 1923.

ITEM	No of reels shown	No. of Fea- tures shown	Average cost each	PRICE
Special Features .....	45	7	\$22.85	\$159.95
Feature Pictures .....	267	46	15.83	720.50
Two reel Comedies.....	64	32	6.68	214.00
One reel Comedies .....	16	16	2.31	37.00
Pathe News .....	17	17	2.00	34.00
International News .....	3	3	2.00	6.00
Pathe Review .....	2	2	2.00	4.00
Aesop Fables (Cartoons) .....	26	26	2.00	52.00
Movie Chats .....	10	10	3.00	30.00
Educationals .....	48	25	4.28	206.00
Educationals (Free) .....	14	14		
Features Free .....	26	4		
Motion Picture Exchanges from which Pictures were rented.....				18
Total Amount expended for Pictures (January 1st, 1922, to January 1st, 1923).....				\$1462.00
Average cost per boy for Pictures for entire year.....				\$ .944

## GIRARD COLLEGE SCHOOLS

The various educational activities of Girard College have progressed favorably during 1922. There has been a steady progressive development which has resulted in raising the quality of teaching, in bringing boys more nearly up to the grade, and in furnishing a more wholesome educational atmosphere in which the boys may grow up.

The College lost several teachers, some of whom had been in service for a goodly number of years. Mr. Earl F. Maloney, teacher of English, resigned to go into business. Dr. S. L. Millard Rosenberg and Mr. John Langdon Jones, the former professor and acting Head of Department of Romance Languages, and the latter a teacher in the department, resigned to take up work in institutions of collegiate grade. Dr. Rosenberg is a scholar of unusual gifts, whose identification with the work of Girard College has been a distinction to the Institution. His scholastic attainments and devotion to his field of scholarship are everywhere recognized. Mr. Jones similarly has unusual gifts for writing, and both of these men believed, what is pro-

bably the fact, that they would find the atmosphere and contacts of a higher institution more stimulating and congenial than work with boys. Mrs. Long resigned to devote herself to her home, and we accepted her resignation, as we did those of the others mentioned above, with regret, and with expressions of best wishes to them in the new duties to which they severally go.

Mr. Kenneth T. Webber, former head teacher of English at Tome School, Port Deposit, Maryland, was appointed to the vacant position in English. Mr. Webber is a graduate of Colgate University, where the English Department is strong, and has had a good experience in teaching English in boys' schools. His interests and his scholastic attainments are such that he brings a helpful influence to Girard College.

For the headship of the Department of Romance Languages the College was fortunate in securing the services of William L. Fichter, a graduate of Columbia University, who has taken an advanced degree in the same institution. Mr. Fichter has had years of experience in teaching his chosen subject in the High School of Commerce of New York City, and in the United States Naval Academy of Annapolis. Mr. Fichter's interests are essentially scholastic, and in securing him we feel that we have one who will maintain the high standards which have been set in the Romance Department at Girard College.

As teachers in Romance Languages there were appointed during the year Mr. Malcolm G. Wright and Miss Kathleen Morris. Mr. Wright is a graduate of Middlebury College, Vermont, where he specialized in French, and Miss Morris, of Randolph-Macon College, Virginia. Both of these appointees bring approved experience as teachers of French, and both are especially interested in the direct or conversational method of teaching. Miss Morris spent the long vacation of the past summer in France in attendance on one of the universities.

An interesting new development in the school work of Girard College in 1922 was the introduction of instruction in the fine arts. Miss Edith M. Brégy was appointed teacher of art and began her work in September. Miss Brégy is an artist of ability, who brings a point of view and enthusiasm for her work

which we believe will be a new influence at Girard College. The aim of the special art work is to select a limited number of boys who are gifted and to stimulate their interest and develop their talent. In a few months there has been evidenced the wisdom of introducing such instruction as is here mentioned.

Perhaps the most encouraging feature in the recent school work of the College has been the gradual elimination of retarded boys, and the lessening of failures and repetitions. During the fall term of 1922, there were but twelve boys in the Primary School who were repeating work for that term; and there were but twenty-six boys who were repeating a term in the Grammar School Division. The total of these represented but five per cent of the enrolment in the Grammar and Primary Schools. It is gratifying to report that seventy-three and four-tenths per cent of the boys can be graduated from the classes to which they are now assigned, if they do not fail of promotion in their further school progress. There is an encouraging decrease also of the retarded pupils of all class lists. At the close of the present year but five per cent of the total in attendance on the Primary School are two or more years retarded, and but four and four-tenths per cent of those in attendance on the Grammar School are similarly retarded.

In general, pupils who are retarded, or who repeat work because of failure, are a heavy burden for a school system to carry. The expert who was in charge of the recent survey of the Philadelphia Elementary Schools made an estimate that the yearly cost of instruction to pupils not promoted in the Philadelphia Schools is \$900,000. There is no angle of approach to this question which does not point to the desirability of speeding boys up to the top of their bent, stimulating them to meet successfully the school requirements, so that they may receive the service which the school has to give the first time that it is offered to them. Particularly does this statement apply to Girard College, where there is a long waiting list for admission. Boys who prolong their stay in the College, by failure to secure promotion, are occupying places which rightfully belong to other boys, and necessarily they tend to increase the length of the waiting list.

## PROGRESSIVE EDUCATION

Perhaps no single feature introduced into the schools of the College in the past dozen years has contributed more to progress in our educational activity than has the adoption of what was earlier called the divided group plan, but which has in other places been termed "the Gary System," "the work-study-play plan," and "the platoon plan." This idea was given its most convincing recent demonstration in the schools of Gary, Indiana, though the idea had long existed. The distinguished Superintendent of Schools at Gary himself has seen that to attach the name of his city to this plan of school work would perhaps be a limitation to its largest success. The leadership of the United States Bureau of Education in the use of the term "platoon plan" and its somewhat general adoption in recent years has pointed to this term as likely to be accepted as expressing the idea.

Girard College is favorably circumstanced for the introduction of the platoon plan, as we have the boys in our control for twenty-four hours in the day and all the activities of their life can be carefully regulated by the Institution. The College is peculiarly favored in buildings, equipment, playgrounds, and the attending features for industrial work, recreation and auditorium instruction. Perhaps Girard College has made as considerable an advance in the working out of the platoon plan as has been made in any school, or system of schools, where the plan has been introduced.

Already the platoon plan is operating in twenty or more important centers in the United States, and recent developments point to the probability of its becoming a recognized feature in the organization of American schools. That Girard College early recognized the wisdom of this plan of instruction and introduced it more than six years ago, may well be a source of satisfaction to us as the years pass.

The College has made a rational and helpful use of the various forms of intelligence and accomplishment tests, which have recently been developed in the field of experimental education. At admission here a boy is given both psychological and school



tests, and his gradation and classification are determined by these; at regular intervals following admission he receives similar tests, which are a guide in his promotion and which serve also to correct any faulty classifications which he may have been given.

Continued years of service only confirm our earlier feeling that the fundamental factor in education is the teacher. With a teacher of gifts, a proper preparation, and the correct point of view, all other limitations in education will be, in some measure, neutralized. No matter how much else may be furnished in the educational process, if a true teacher be wanting, an undesirable outcome cannot be avoided.

In such a school as Girard College, where teachers have permanency of tenure, one of the pressing needs is to find ways for the continued improvement of those who are already in service. To keep alive the professional interests and to stimulate the professional advance of teachers is a task to which any system of schools, or any institution, may well set itself.

At the first meeting of the Committee on Instruction which the present President of Girard College attended as head of the Institution, he presented a recommendation that the teachers of the College have their summer vacations lengthened from one month to two months. Happily, this recommendation was approved by the Committee, and the Committee has from time to time in special cases lengthened the vacations of teachers, even beyond two months, for extended travel or for attendance upon courses of instruction.

Quite generally the teachers of the College use the long summer vacation for stimulating their intellectual interests, and for bettering their equipment for their work. Some have taken long trips to remote parts of the United States, to Alaska, and to various points abroad; trips through the Panama Canal and to the Near East have been taken during the past two summers. Even more directly profitable than the preceding has been the effort on the part of a considerable number of our teachers to freshen their intellectual life, and to get a new impetus for their work by attendance on some course of instruction in the summer sessions of various higher institutions. Quite a group were de-

sirous of taking such courses during the preceding summer, and after due consideration the Committee on Instruction voted to make an allowance of seventy-five dollars to each teacher of the College who completed creditably two approved courses in a recognized college or teachers' training school. Ten of the teachers of Girard College availed themselves of this generous offer during the past summer, and submitted credentials indicating the successful completion of the courses mentioned. Of these, two teachers of the High School group and three Grammar School teachers attended at the University of Pennsylvania, and two Assistant Supervisors of the Elementary Schools and three Primary School teachers attended at the summer school of Teachers' College, New York. For these teachers and for the staff as a whole there is expressed sincere appreciation for the encouragement which such recognition has given.

Girard College is fortunately situated in a great center of population, with numerous professional courses in higher institutions open to teachers in the late afternoons or in the evenings, and on Saturdays. In the academic year now being reviewed there are twenty-six of our teachers who are pursuing courses at the University of Pennsylvania, at Temple University, or under the direction of the State Department of Public Instruction at Harrisburg.

In addition to the allowance mentioned above, a modest appropriation for paying the expenses of teachers who attend conventions, or who may wish to visit particularly significant and helpful pieces of work being done in schools elsewhere, has added to the professional equipment of our staff. On a given Saturday during the autumn, eighteen members of the High School staff journeyed to a nearby city to attend a convention dealing with their professional interests. The administrative and executive officers of the College have similarly been in attendance on conventions and important meetings of educators, some of them at considerable distances. The desire of the Board of Directors for this sort of attendance, as evidenced by their having granted an appropriation, has stimulated teachers to go, in many cases, where they probably would not otherwise have done so.

During the year we were favored with a visit from Superintendent Frank W. Ballou of the Public Schools in Washington, D. C., who made a survey of the schools of Girard College, at the conclusion of which he met the staff and gave an interesting and helpful address on his observations. Following Dr. Ballou's visit he wrote his impressions of the work here and offered suggestions and cautions which were timely.

Closely related to the foregoing form of professional improvement is the suggestion earlier made that some plan be adopted by which teachers who have been for a number of years in service may be granted a leave of a half year or of a year on what is known in academic circles as a Sabbatical year arrangement. In 1909-1910 Dr. Alfred N. Seal had leave on such an arrangement as this, he receiving half pay, and the part of his salary which he did not receive being used to secure a substitute for his work. Thus there was granted a Sabbatical year without extra expense. The quite common practice in colleges is to allow a Sabbatical year after six years of service, the compensation being one half pay for the entire year or full pay for one half year. Such an arrangement as this might well be entered into at Girard College without impairment of the service and with but limited additional expenditure. The ultimate result of such a plan would be of great benefit to the Institution.

We cannot remind ourselves too often that Girard College is an educational enterprise. While the physical care of boys—the establishment of good health and the equipment with sound bodies—is foundational, it is but an incident in the real purpose for which the College exists. Primarily we are an educational factory. After the College had been eleven years in existence, a Special Committee of the Board of Directors drew attention to the fact that almost three times as much was then spent on the food and clothing of the pupils, as was spent for the training of their minds and morals. Attention was drawn also to the expenditures of nearly as much for wages in the Household Department as for teachers. The following pertinent observation was made by this Committee: "If the Institution is a refuge for orphans, it cost far too much; if a College, the money yields no adequate return; if a school only, it expends means uselessly."

A comparison of amounts spent at present for food and clothing with the amounts expended for instruction would give an interesting contrast. Similarly, a comparison of the amounts spent for teachers and the amounts spent in payment to those having the physical care of the boys outside of the class-rooms would afford food for thought.

## THE SUMMER SESSION

Fewer boys were at the College during the summer than in any preceding summer of the past twelve years. At the opening of the summer term, July 3, there were 594 boys in residence; this number was reduced to 458 July 31. The number present August 28 was 494.

The number of boys attempting to skip a class during the summer was slightly less in 1922 than it was in 1921, and the further fact is noted that the notable success of the boys who made this effort in 1921, when every boy who entered the class to make up a term's work realized his purpose, was not similarly carried out in 1922. This class for skipping a grade, however, was well worth the effort and brought to several boys an opportunity to graduate from the College which otherwise would have been denied to them.

The experience of the past summer and a study of the needs of the College raise the reasonable question whether an earlier effort on the part of the boys who are retarded to make good their standing might not be profitable. If boys do not attempt to skip a grade until they reach the High School classes, they have more studies, and studies which present increasing difficulty due to specialization of teaching, the necessary work in laboratories, and the requirement of technical work in the shops and along commercial lines. Boys who need to make up work to graduate in advance of their eighteenth birthdays might, it would seem, more easily do this while in the Primary or Grammar School than to wait until they reach the High School division. We are, therefore, raising the question as to whether the classes for the making up of work during the summer vacation might not well be started in the Primary and Grammar School divisions of the College.

The staff of the Summer Term for 1922 was as follows :

### STAFF OF SUMMER SCHOOL

Principal .....	MR. BARTON SENSENIG
Music Director .....	MR. ROBERT J. ADAMS, JR
Accompanist .....	MR. CHARLES K. SOUDER
Supervisor of Manual Arts .....	MISS M. LAURA MEGARGEE
Tutor .....	MR. ROBERT KUNZIG
Tutor .....	MR. S. HOMER SMITH
Teacher of Woodwork .....	MR. HERBERT BOLAND

### TEACHERS FOR HIGH SCHOOL GROUP

MR. EDWARD H. WORTHINGTON  
MR. CLARENCE A. HAMBLETON  
MR. SAMUEL A. ANDERS

### TEACHERS FOR ELEMENTARY SCHOOL GROUP

#### BOOKWORK

MISS EDNA G. JONES  
MISS LILLIAN A. REECE  
MISS MAY R. ROBBINS  
MISS CAROLYN B. TEALL  
MISS DORA REECE  
MISS REBECCA F. BROMALL

#### HANDWORK

MISS RHODA M. LEILICH  
MISS SADIE M. MEGARGEE  
MISS MARJORIE L. MILLER  
MISS EDYTHE E. SAMPSON  
MISS MIRIAM J. SENSENIG  
MISS VIOLET FALCK

### LIBRARY

The year in the Library has been both active and useful. The selected lists of books have been improved by winnowing and adapting the various collections, basing the choice upon experience.

Perhaps one of the most significant of the developments of the year in the Library has been the systematic instruction given in Library work and in the methods of using books. This is begun in connection with the auditorium work of the grammar school, and that fundamental instruction is preparing the boys to go forward in the use of the Library much more successfully than heretofore. Younger classes have been sent to the Library in the past year, both in connection with the school activities and from the sections during the out-of-school periods.

Observation of the Library work during the past year indicates that boys are more orderly and interested while in the Library, that they really enjoy going there, and that the time which they spend there is used to much better advantage. There have been far fewer complaints of mutilating books or magazines in the past year, and indeed the boys have so improved in this respect that we may say that the evil of maliciously damaging books and magazines has almost disappeared.

The Librarians have been zealous and efficient in the selection of books which are related to the special interest and needs of Girard College. We have, during the past year, secured some manuscript material of real value in connection with the History of Girard College, and it is our hope that out of this interest there may come the building up of a valuable collection of Girardiana.

We may well remind ourselves, in this connection, of an ideal of Dr. Montagu Butler, the famous Headmaster of Harrow, who said that the school library of that great school was not to be simply a repository for books, but a sort of temple in which might be preserved the memorials of Harrow and Harrow men. He wished to have busts and portraits of distinguished men, who had in some way been connected with Harrow School, presented to the Library so that the memory of these men might be kept constantly before future Harrow boys.

We have the nucleus for an interesting museum in connection with our own Library in the personal effects of Stephen Girard, and attention is once more drawn to the need for enlargement of the space in which this museum is housed, a better exhibition of the materials which we already have, and an opportunity for receiving and displaying other related materials.

The room at the northwest corner of the first floor immediately to the north of the present relic room was abandoned for school uses several years ago, and since that time has not served any real purpose. If this room could be connected with the present relic room and the two converted into suitable quarters for a museum, there would be a forward step in the better housing and displaying of the historical materials which the College possesses, and the way would be opened for accepting and better

caring for additional gifts which might be received from time to time. A more adequate provision for receiving, protecting and displaying historical mementos would in itself invite the presentation of such memorials.

Books were added to the Library as follows :

Arts, Fine .....	22
Arts, Useful .....	46
Biography .....	23
Education .....	69
Fiction .....	477
General Works .....	24
History .....	19
Literature .....	41
Periodicals .....	59
Philology .....	0
Philosophy .....	12
Religion .....	2
Science .....	37
Travel .....	24
State Publications .....	50
U. S. Government Publications.....	26
Unclassified .....	32
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Total Number of Volumes added .....	963
Total Number of Volumes discarded .....	268
Number of Pamphlets added .....	351
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The Library now contains :

Books Catalogued .....	19,426
Books Unclassified .....	898
Periodicals—Bound Volumes—Uncatalogued ...	3,011
State Publications .....	246
U. S. Government Publications.....	1,620
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Total Number of Volumes .....	25,237

### Summary

During the year 1922, 10,368 visits were made to the Library by officers and teachers and 44,241 visits by pupils, a decrease from the year 1921 of 145 visits by the former class and an increase of 5,638 visits by the latter class. The total increase in attendance for the year was 5,493.

Books and periodicals were issued during the year to the number of 46,523. These were to officers and teachers 15,637 and to pupils 30,886, an increase from the year 1921 of 327 books and periodicals issued to the former class and an increase of 2,749 books and periodicals issued to the latter class, the total increase in circulation for the year being 3,076. Of the total number of volumes circulated 17,792 were books of fiction, 16,265 were periodicals and 12,466 were books of non-fiction.

The books circulated classify as follows:

	1922	1921	<i>Increase</i>	<i>Decrease</i>
Arts, Fine .....	830	791	39	..
Arts, Useful .....	995	833	162	..
Biography .....	1,259	1,119	140	..
Education .....	2,550	2,484	66	..
Fiction .....	17,792	16,449	1,343	..
General Works .....	413	291	122	..
History .....	1,257	1,360	..	103
Literature .....	2,268	2,107	161	..
Periodicals .....	16,265	15,524	741	..
Philology .....	86	34	52	..
Philosophy .....	468	393	75	..
Religion .....	272	226	46	..
Science .....	1,345	1,169	176	..
Travel .....	723	667	56	..
<hr/>				
Total .....	46,523	43,447	3,179	103
Net Increase .....			3,076	

The largest increase in the number of volumes issued was in the following classes:

Fiction .....	1,343
Periodicals .....	741
Science .....	176

The largest number of books and periodicals was issued in  
November .....5,203

The smallest number of books and periodicals was issued in  
August .....2,042

The additions to the Library were 963 volumes and 351 pamphlets.

The number of volumes discarded was 268. Pamphlets 40.

The Library now contains 25,237 volumes.



BOOKS CIRCULATED DURING THE YEAR 1922 AS FOLLOWS:

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1921
Arts, Fine.....	81	56	94	50	59	53	60	41	50	120	88	75	791
Arts, Useful.....	115	45	84	95	89	106	33	23	73	129	100	103	833
Biography.....	104	126	143	83	127	60	68	48	100	177	122	101	1,119
Education.....	130	236	188	179	138	186	252	132	143	338	356	252	2,550
Fiction.....	1,549	1,379	1,541	1,241	1,556	1,715	1,189	1,071	1,539	1,716	1,858	1,401	16,449
General Works.....	45	31	35	30	26	28	11	15	13	88	62	31	791
History.....	130	79	116	149	101	70	78	60	92	181	144	127	1,340
Literature.....	220	224	191	198	215	200	175	115	148	217	189	176	2,368
Periodicals.....	1,463	1,412	1,440	1,274	1,735	1,434	505	430	1,272	1,678	1,970	1,438	15,524
Philology.....	3	13	4	8	9	2	10	2	4	64	7	10	86
Philosophy.....	27	28	39	26	39	28	40	27	25	64	74	49	393
Religion.....	98	26	20	20	10	17	26	48	28	25	36	54	226
Science.....	98	97	76	108	189	164	56	48	92	153	141	123	1,145
Travel.....	39	63	52	100	73	60	85	22	42	108	56	23	667
Total—1922.....	4,056	3,835	4,023	3,561	4,368	4,123	2,888	2,042	3,621	5,000	5,203	4,103	43,447
Total—1921.....	3,820	3,385	3,310	3,956	4,417	4,216	2,119	2,084	3,382	3,858	4,626	4,074	43,447

Books read by Boys in 1922..... 30,886

Books read by Boys in 1921..... 28,137

Percentage of Fiction read by Boys in 1922..... 44

Percentage of Fiction read by Boys in 1921..... 44

ATTENDANCE

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1921
Teachers.....	882	894	1,041	916	982	899	438	355	972	1,073	1,137	779	10,513
Boys.....	4,593	3,688	4,404	3,007	3,926	3,224	1,592	1,526	4,081	4,712	5,229	4,259	38,503
Total, 1922.....	5,475	4,582	5,445	3,923	4,908	4,123	2,030	1,881	5,053	5,785	6,366	5,038	54,609
Total, 1921.....	5,212	4,275	4,283	4,664	4,411	4,206	1,568	1,815	4,001	4,363	5,376	4,942	49,116

## MUSICAL EDUCATION

Beginning in February of the year under review, individual instruction on the piano has been given to some twenty boys; about the same number have been given lessons on the violin, and a group of ten or a dozen others have been trained on the bass viol and the cello. For years certain of the boys have gone out to receive music lessons on Saturdays, but the lack of suitable hours and proper conditions for them to practice during the week reduced materially the profit which they derived from the instruction received.

The training heretofore given in vocal music and on the instruments used in the Band has indicated that certain boys have marked musical ability and has pointed to the wisdom of their being given instruction. We have felt, however, that the lack of instruments, and the absence of suitable rooms for practice and for the giving of lessons precluded the undertaking of the obligation which these special lessons seemed to impose. The decision to erect the Armory, with the possibility of furnishing more adequate quarters for music instruction, promised an ultimate solution of this problem. With this in prospect it seemed quite worth while to undertake the special music lessons during the year in which the Armory was being erected.

When stock was taken, it was found that there were a dozen pianos at various places in the College which could be pressed into service. The second floor of Building Ten offered the possibility of headquarters for the stringed instruments in the afternoons from four to six.

Taking all of the above conditions into consideration, the Board of Directors, on the recommendation of the Committee on Instruction, voted the necessary money to secure an outfit of stringed instruments, and approved an arrangement for extra time from Harry C. Banks, Jr., the organist of the College, to give lessons on the piano, and from George Otto Frey, head teacher of the Band, for lessons on the bass viol and cello.

Mr. Earl Pfouts, a musician of ability and an experienced and capable instructor, was appointed to give instruction on the violin. Mr. Pfouts was a former pupil of Leopold Auer, and is

well known in Philadelphia as a finished and capable performer and a successful teacher. He was for ten years head of the violin department in the Sternburg Music School, and had served as a member of the Philadelphia Orchestra.

This music instruction contemplates taking relatively young boys who have natural gifts, and the interest to develop themselves, and training them up on the instruments of their choice. Only boys who are gifted and who are willing to devote themselves earnestly to their practice will be continued in this music instruction.

One obvious outcome of the instruction mentioned above will be the development of an orchestra as one of the organizations of the College. It is quite obvious that a brass band is much too heavy for indoor music in the College entertainments. Certain instruments of the Band may be taken into an orchestra and these, plus the stringed instruments now being developed, will give a satisfactory orchestra organization. The first public appearance of the Girard College Orchestra was at the musical concert just in advance of the Christmas recess. The playing of the orchestra *ensemble* in that concert was highly creditable, as was the violin solo played by one of the boys.

Following the death of Mr. Burton T. Scales, the organist of the College took over the training of the College Choir and the preparation of the vocal music for Founder's Day. The school music work which had been under the supervision of Mr. Scales was carried to the end of June by the regular teachers, with the impetus which he had given the work.

There were a large number of applicants for the position left vacant by Mr. Scales's death. In addition to those who brought themselves forward as candidates, the College administration sought information concerning others who might be eligible for the place. Some of these were brought from considerable distances to go over the field here, and other candidates were visited in their own fields of labor better to determine their eligibility.

As a result of the above inquiries and after months of careful study of the problems presented, the committee on appointment nominated to the Board, Mr. Bruce A. Carey, of Hamilton, Ontario. Mr. Carey has many qualifications for the post of

Director of Vocal Music at Girard College; he has had both professional preparation and practical experience. For twelve years he was Director of the Hamilton Conservatory of Music; he was the organizer and conductor of the Elgar Choir of Hamilton, which is one of the important singing organizations of Canada; for four years he was also Director of Music in the Public Schools of Hamilton. Mr. Carey was strongly endorsed by numerous prominent people of his own community and by music authorities both in Canada and the United States.

In addition to his musical abilities Mr. Carey has a fine presence and an enthusiastic, aggressive personality, which gives the assurance that he will be able to interest others in music.

Last of all, Mr. Carey was an intimate friend of the man whom he succeeded, and they had much in common in their professional relationships. At first it seemed quite hopeless for us to find a man who could meet the situation presented by the death of Mr. Scales. We feel that we have been singularly fortunate in having been directed to one who is so eligible to take up the work which Mr. Scales carried with such distinction.

Our Band has made numerous public appearances during the past year and has uniformly acquitted itself with credit. The musical concert of the various organizations, including Chorus, Band and Orchestra, given in December, was well attended, and was the interesting and pleasant occasion which these concerts have proved to be in former years.

## SCHOLARSHIPS

Some scholarship aid for worthy Girard College graduates, to supplement their education after leaving here, has been a long continued need which has been repeatedly discussed.

In 1891 the *Girard College Record* raised the question whether the Board of Directors of City Trusts could not set aside a fund for free scholarships so that ambitious and capable Girard boys might continue their education. Attention was drawn at that time to the fact that the Board of Public Education did have scholarships in higher institutions, available for graduates of high and manual training schools. The same article made the

point that Girard boys were not lacking in general abilities and that what was needed was more opportunity to develop the abilities which they had. A Girard College Scholarship Fund was actively agitated in 1904. The difficulties of the Girard Estate's furnishing aid to the boys to go on to higher institutions was clearly recognized and plans were discussed for raising a scholarship fund which would enable the alumni and others interested to give aid to worthy Girard College boys. Dr. Alfred N. Seal took an active interest in the plan for this scholarship fund and was successful in securing limited support. In 1906 another spasmodic effort was made to secure scholarship funds. At this time the Class of June 1902 suggested that a sum of money be placed in the hands of the Board of Directors of City Trusts, from which loans might be made to trustworthy graduates of the College to be returned when the borrower was financially able so to do.

Having had to do in a small way with the preparation of boys for college before coming to the Presidency of Girard College, and having had some experience in securing scholarships and helping boys to realize their ambition for a college education, the present President of the College, when he came to the work in 1910, took an active interest in securing the attendance on higher institutions of as many Girard boys as possible. As there were no regular scholarships available, the first effort was to secure scholarship aid, either from some of the higher institutions, or in contributions from the Alumni. It is gratifying to record that the Alumni have been most generous and responsive to the appeals for scholarship aid during the last twelve years. As stated in former reports, money has been forthcoming whenever it has been solicited, and the continued interest and generous response of the Girard Alumni are gratefully acknowledged once again. The methods of soliciting for this fund, however, have made scholarship arrangements based upon it spasmodic and uncertain. There has been no guarantee that aid will be continued from year to year, or that a student who enters college will be enabled to complete his course. At the best Alumni contributions for scholarship aid are a substitute for what ought to be a permanent and continuous arrangement.

The first endowed scholarship to be in perpetuity and to guarantee to a worthy boy the possibility of completing his college course was the foundation established by HESSY R. MILLER at the University of Pennsylvania, on August 2, 1914. Out of her small salary as a teacher in Girard College, Miss Miller had accumulated a modest estate from which she set aside \$5,000 to endow a scholarship, with the provision that in awarding it preference should always be given to a graduate of Girard College. The authorities of the University have invariably asked the officers of the College to recommend some one for this scholarship, and it has rendered a useful service since its foundation.

More recently JAMES H. WINDRIM, a distinguished Alumnus of the College, established a scholarship for Girard College boys by leaving \$5,000 to the administrative control of the Board of Directors of City Trusts. This scholarship is now held by a worthy young man who is in attendance on the University of Pennsylvania.

The widow of JAMES E. LENNON, a graduate of the College in 1887 gave, during the past year, a fine evidence of alumni spirit and a good example to follow. Although Mr. Lennon had not made provision for a scholarship gift in his will, he had expressed the wish that a gift be made in his name, and following his death, Mrs. Lennon complied with this request by placing \$1,000 with the Board of Directors of City Trusts, under a provision that the income may be used in perpetuity as the Lennon Fund to aid worthy Girard graduates in the purchase of textbooks and other supplies of which they may be in need in their efforts to secure higher education.

It is the hope of the present administration of Girard College that still other alumni will endow scholarships in their names, either under the Board of Directors of City Trusts, or at the University of Pennsylvania, so that they may show their appreciation for what was done for them at Girard College by being identified for all time with the good work of bettering the life equipment of worthy graduates of the Institution.

But by far the most promising single development in the direction of scholarship aid is in the conversion of the Lawrence Todd legacy into a scholarship fund by the Board of Directors

of City Trusts, the first income from which fund became available in 1922.

The Lawrence Todd bequest has had an interesting history. Lawrence Todd (or Todehill) was born in Denmark. At an early age he came to America, settling first in Baltimore. For a time he followed the sea, in what must have been the later years of Girard's life. In 1834 he moved to Illinois, settling as a farmer at Carlinville, Macoupin County. He was reputed industrious and frugal, and succeeded in accumulating a modest fortune. The *Girard College Record* for April, 1890, reported that Mr. Todd visited Girard College in its earlier years, and that he became much interested in the work being done and desired to supplement in some way the effort of Stephen Girard.

Lawrence Todd died May 2, 1859, leaving a will, dated two years earlier, the principal provision of which was that he bequeathed the proceeds of his real and personal estate to the Trustees of Girard College for the education of males, and in trust for the said College.

The Board of Directors of the College appointed a Committee to look after the Todd bequest, and there was a long delay in the settlement of the estate. In October, 1863, the Committee of the Board of Directors went to Illinois to investigate the whole matter, and found that there had been carelessness and mismanagement of the funds. The net result of the Committee's visit was the payment in 1863, of \$7,587.50. A second installment of the legacy was received by the City Treasurer from the executors of the Todd estate on April 20, 1866, in the amount of \$9,000, and the balance of \$1,966.72 was received on May 15, 1869, making \$18,554.22 as the total of the Todd bequest.

One of the incidents in the early management of this bequest by the City of Philadelphia was a controversy between the Directors of Girard College and the City Councils as to which body should retain control of the funds. This was settled by the funds being placed under the control of the Councils.

One of the incidents in the early management of this bequest was the use of \$9,000 of it for the erection of a monument to the Girard boys who lost their lives in the Civil War. This was

erected at the west of the Main Building in 1869. The amount was subsequently returned to the fund.

The same wise investment and careful supervision by the Board of Directors of City Trusts which has characterized its work in handling the estate of Stephen Girard, was shown in its investment of the Todd bequest. The \$18,554.22 mentioned above was so invested that in 1890 the total as stated had increased to \$76,667.22.

The desire of the Board of Directors of City Trusts to extend the services of Girard College led to a decision to use this fund toward the erection of a new school building. The *Girard College Record* reported in October, 1889, that "The Todd Building" was being pushed to completion, and in March of the year following, the same journal contained another item that the assets of the fund had been sold and the entire proceeds used toward the erection of a new building which, it was then stated, would be called "Number Ten."

The report of the Board of Directors for 1890 reviewed somewhat in detail the history of the Lawrence Todd bequest, the investment and the increase of the funds from it, and the ultimate decision of the Board to use it toward the construction of the building to which it contributed more than half the cost. This mention was concluded with the following statement: "A tablet in memory of this benevolent man has been conspicuously placed at its western entrance." The wording on the tablet was as follows:

This tablet  
is placed here by  
the Board of Directors  
of City Trusts  
of the city of Philadelphia  
in grateful memory of  
Lawrence Todd  
A citizen of the state of  
Illinois  
by whose enlightened generosity  
Girard College became the  
testamentary recipient of



a munificent bequest to be  
devoted to the purposes for  
which that institution  
was founded.

The bequest with its  
accumulations from investments  
for 25 years amounted to  
\$76,667.22 and has been used in  
the erection of this building  
A. D. 1890

The identity of the Lawrence Todd bequest was largely lost in Building Ten. The tablet was not very conspicuously placed, and it is doubtful whether those who daily went in and out of the building understood that it was in part erected from the estate of Lawrence Todd. So the matter continued until at a meeting of the Board of Directors of City Trusts held on November 9, 1921, action was taken directing that the funds received from the estate of Lawrence Todd, and used for the erection of the Building above mentioned, should be restored to that fund from the Girard Estate Residuary Fund, and that the amount thus restored, namely, \$76,667.22, should be constituted as the Todd Scholarship Fund, the income of which should in the future be used as scholarship aid for such graduates of Girard College as are desirous of securing, and, in the opinion of the Board, are worthy of a higher education. The Todd Scholarship Fund was constituted as one of the Minor City Trusts and was placed in charge of the Committee on Minor Trusts. At the same time the College officials were directed to remove the tablet above mentioned from the walls of Building Number Ten.

The action above reviewed has accomplished two desirable ends: First, it has withdrawn from Girard College any fund other than from the estate of Stephen Girard; and secondly, it has made available an income for scholarship aid which becomes permanent. The income has the further advantage of being flexible in use as to the institutions where these scholarships may be given, and the amount for which each is awarded.

As a result of all of the scholarship aid above reviewed

and the encouragement which this aid means, more than thirty Girard College graduates are in the present year in attendance on schools of higher learning in various parts of the country. Anyone who has been in contact with administration of a plan for giving scholarship aid can appreciate how necessary such encouragement is in the stimulation of the purpose to secure a higher education. When boys feel that a scholarship is available for them, should they prove deserving, they make renewed efforts in their studies while here, and even two and three years before their graduation begin to plan on going to college. Members of boys' families also get the idea that attendance on a college is a good thing, and they begin to make plans for the boys to go, long in advance of their graduation.

The standards in the community are constantly being raised, and if the graduates of Girard College are successfully to meet the higher demands which are being made, they must have some supplementary educational equipment. The recent group of capable and ambitious young fellows who have gone to college is a fine promise for the future. It is not at all improbable that these boys and others like them who, in institutions of higher learning, built on the foundation which has been laid in Girard College, are the group who will reflect the greatest distinction on the College in the years to come. Girard College should not only give the preliminary education which boys received here, but should open the way to add to this a broader cultural and vocational training in higher institutions. By such a policy the College will enlarge its service.

### LECTURES AND ENTERTAINMENTS—1922

Popular lectures and entertainments have come to serve a useful purpose in the activities of Girard College. Except for the special entertainments on Hallowe'en and in advance of Christmas, these entertainments have been held during the past year on Friday nights. It is now the general practice at Girard College to suspend the study hours on Friday evenings, these evenings being given over to popular entertainments, moving picture exhibitions, and social hours. The time lost from the regular study hours on Friday evenings is made up by extra

assignments on Saturday mornings. The entertainments for the past year have, we believe, been well suited to the interests and capabilities of the boys. The list is as follows:

*Friday, January 13:*

Illustrated Lecture—"Stephen Girard"  
Mr. Frank O. Zesinger

*Friday, January 20:*

Recital—"Poldekin, The Man Who Found America"  
Mrs. Miriam Lee Earley Lippincott

*Friday, February 3:*

Lecture—"The United States Before the World"  
Honorable Simeon D. Fess

*Friday, February 17:*

Illustrated Lecture—"The Trail of the Trapper"  
Dr. Benjamin W. Mitchell

*Friday, March 3:*

Concert—  
Miss Abbie R. Keely, Vocalist  
Miss Margaret Hill, Pianist  
Miss Ruth Hill, Violinist

*Friday, March 17:*

Illustrated Lecture—"Earthquakes and Volcanoes"  
Dr. B. R. Baumgardt

*Friday, March 31:*

Illustrated Lecture—"Greece, Ancient and Modern"  
Mr. Michael Dorizas

*Friday, October 13:*

Concert—  
Dr. Thaddeus Rich and Associates

*Tuesday, October 31:*

Hallowe'en Entertainment—  
Members of the College Staff

*Friday, November 17:*

Lecture—(In Native Costume)  
"Indian Wit, Humor, Poetry and Eloquence"  
Dr. Charles A. Eastman (Ohiyesa)

*Friday, December 1:*

Original Declamation Contest  
Members of the Senior Classes

*Friday, December 15:*

Christmas Concert

Musical Organizations of the College

*Saturday, December 23:*

Recital—"A Christmas Carol"

Mr. Charles F. Underhill

## ANNIVERSARIES AND COMMENCEMENTS

New Year's Day.....	MR. HARRY E. PAISLEY Treasurer, Reading Railway Co.
Commencement, January 26.....	BENJAMIN H. LUDLOW, Esq.
Lincoln's Birthday.....	DR. W. H. OTTMAN
Founder's Day.....	MR. HUGH F. DENWORTH, Class of June, 1908
Founder's Day (Morning Assem- bly of students).....	MR. LAWRENCE FARRELL, Class of 1871
Commencement, June 22.....	HON. GEORGE P. DARROW, Member of Congress from Pennsylvania
Thanksgiving Day.....	HON. HARRY S. McDEVITT, Judge Common Pleas Court No. 1

## THRIFT

At the beginning of the year the Post Office Department discontinued the issue of Thrift Stamps, and, after communicating with the mothers of the boys who had Thrift Stamps on deposit, suggesting that they authorize us to present the stamps for payment and add the amount to the boys' Saving Fund accounts, \$449.75 was deposited in the Philadelphia Saving Fund. A number of boys had accumulated Thrift Stamps of less than \$1.00 in value, and with the approval of the mothers, the amount in each case was handed to the boy as his allowance. The total thus disposed of was \$83.75.

Important improvements in the handling of the saving fund accounts have been introduced during the year. Audits of these accounts have been made for the first time by the regular auditors of the Board of Directors of City Trusts. A working arrangement for closer supervision over saving fund accounts has been entered into with the Philadelphia Saving Fund Society. In 1922, for the first time, interest additions to saving fund accounts have been entered on the records of these accounts as kept by the President's Office, and such interest ad-

ditions appear for the first time in the report of totals for the past year.

The number of boys who carry saving fund accounts, or for whom such accounts are carried, increases steadily. At the close of the year under review over seventy-six per cent of all the boys in the College have saving accounts in their names under the supervision of the College. As the year closes, the Philadelphia Saving Fund Society announces an increase in the interest on saving accounts to four per cent per annum. This will be a further inducement for such accounts to be opened, and we confidently look forward to the time when practically all the boys in Girard College will have savings accounts in their names.

### SAVING FUND ACCOUNT

1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.76
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
	<hr/>	<hr/>	<hr/>
	\$42174.43	\$22417.25	\$19757.18

Interest to Dec. 31, 1921.....	\$1657.31
Interest for year ending Dec. 31, 1922.....	614.60
Total saving fund deposits, Dec. 31, 1922.....	\$22029.09
Accounts opened in 1918.....	67
"    "    "    1919.....	153
"    "    "    1920.....	190
"    "    "    1921.....	159
"    "    "    1922.....	222
Total number of accounts, December 31, 1918.....	893
"    "    "    "    "    31, 1919.....	975
"    "    "    "    "    31, 1920.....	1091
"    "    "    "    "    31, 1921.....	1136
"    "    "    "    "    31, 1922.....	1172

#### STAMP ACCOUNT

	<i>Value</i>	<i>Total</i>
	<i>December 31, 1922</i>	
508 War Saving Stamps, Series of 1918.....	\$5.00	\$2540.00
304 " " " " " 1919.....	4.59	1395.36
125 " " " " " 1920.....	4.47	558.75
61 " " " " " 1921.....	4.35	265.35
		<hr/>
		\$4759.46

#### TOTAL SAVINGS OF PUPILS

Saving Fund.....	\$22,029.09
Stamps .....	4,759.46
	<hr/>
Total.....	\$26,788.55

#### PRIZES—1922

Prizes were awarded on February 12, in connection with the celebration of Lincoln's Birthday, and at the reopening of school in September. One hundred and sixty-five prizes were distributed in February, and one hundred and sixty-six in September, they being for excellence and improvement in both scholarship and deportment during the preceding terms.

Special prizes also were presented by various individuals and groups of the Alumni.

Gold watches were presented, according to the terms of the will of the late General Louis Wagner, to the students of the graduating classes having the highest scholarship averages for their last two years' work:

February Award—George P. Kraemer

September Award—William Gauer

Prizes awarded by the Girard College Alumni to the two members of the Senior classes for the best original declamations were presented in February :

1. Earl Gratz.....\$20.00
2. John F. Hawkins ..... 10.00

Bronze medals were presented by l'Alliance Francaise to the pupils of the High School showing the greatest proficiency in the study of the French language and literature :

- February Award—Gilbert D. Yeager  
September Award—John P. Kluzitt

The John Humphreys prizes for the best descriptive essays on the annual trip to Washington submitted by the pupils of the Senior classes, were awarded in February :

1. Samuel Weiss .....\$5.00
2. Francis R. Edwards ..... 2.50

The "Early Eighties" prizes for the best essays on "Thrift," by the pupils of the Second High School Year, were awarded in February :

1. Cleone C. London .....\$5.00
2. Norman C. Careless ..... 3.00
3. John P. Kluzitt ..... 2.00

Prizes were presented in September by the "Early Eighties" for proficiency in Manual Arts, as follows :

1. Charles W. Pealer—Books to the value of \$5.00
2. Willard K. Crisman—Books to the value of \$3.00

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania, for general proficiency in athletics, was presented in February to Samuel B. Kramer.

Three prizes, awarded by Mr. Harry Brocklehurst, class of 1871, for the best essays on "Safety Devices," were presented in February to :

1. James Costello .....\$5.00
2. Thomas E. Dillon ..... 3.00
3. Thomas L. Kelly ..... 2.00

Two prizes were awarded in February by Mr. Horatio Batezell, Class of December, 1897, to students for the best singing in soprano or alto voice:

1. William Whitlock .....\$5.00
2. Carl Lambinus ..... 2.50

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

February Awards:

1. Samuel B. Kramer, Company D, Saber.
2. Eugene A. Vieten, Company A, Silver Medal.

September Awards:

1. Raymond D. Shull, Company A, Saber.
2. Jesse F. Robinson, Company D, Silver Medal.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

February Awards:

1. Thomas E. Dillon, Sergeant, Company B.
2. Harold Drake, Corporal, Company B.

September Awards:

1. Walter Maillardet, Sergeant, Company C.
2. Thomas H. Douglass, Private, Company C.

Photographs of the winning companies were presented to members of companies D and A.

Girard Band Association prizes, for greatest proficiency in the College Band, were presented in February:

1. William M. Thompson, Certificate to the value of \$25.
2. Arthur S. Caswell, Certificate to the value of \$15.

A list of the general prize awards for the year will be found on a later page of this report.



## CHAPEL SERVICES

Religious education, the benefits from chapel services and the other influences directed to moral training at Girard College all are convincingly reviewed by a graduate of the College in the concluding paper of the series presented in connection with the celebration of the seventy-fifth Anniversary. To one who has an open mind this paper makes clear that the influence of Girard College in religious education is positive and helpful.

The paper above referred to also makes clear that moral training to be effective must have a religious basis. In his Farewell Address George Washington made prominent that "morality cannot be taught without religion." The anthropologists teach that man is a religious animal, or as it has sometimes been expressed, "man is incurably religious." As an outgrowth of the above fact, religion is one of the universal sentiments of the human heart, even more universal than is the moral sentiment. From the foregoing facts there is developed the further conviction that the duty of sound religious training as a basis for character is not only the privilege, but it becomes the sacred duty of every teacher in such a school as Girard College. Not only is it true that the one who would take an anti-religious attitude in his teaching would be a menace here, but the one who maintains a merely neutral attitude in the matter of religious education is also out of place. The boys being reared by Girard College are for the major part of the year without the influence of a Christian home. Very largely also they are without the stimulating influence of the denominational church. If the teaching of the school and the example and leadership of the officers and teachers of Girard College do not come in to take the place of these through the Chapel, in the class room, the section room, and in all the other related activities of the Institution then the College will fall short of its full duty to those who are trusted to its care.

Not the least of the influences operating for the strengthening of the religious life of Girard College have been the services of the Chapel and related activities carried on in the past year. The list of chapel speakers appended and particularly the list of studies under the direction of the Supervisor of High School



March	19—Mr. Frank D. Witherbee, Sup't Admission and Discharge, Girard College.
"	26—Mr. Joseph A. Davis, Sup't of Household, Girard College.
April	2—Hon. Roland S. Morris, Attorney, Philadelphia, Pa.
"	9—Mr. N. C. Hanks, Lecturer, Phila., Pa.
"	16—Mr. Claude A. Simpler, Business Man, Phila., Alumnus Girard College.
	23—Professor Elbert K. Fretwell, Teachers College, Columbia University, N. Y.
	30—Principal Lewis Perry, The Phillips Academy, Exeter, N. H.
May	7—Hon. Franklin S. Edmonds Attorney, Philadelphia, Pa.
"	14—Mr. William O. A. Wood, Engineer, Baltimore, Md., Alumnus Girard College.
	21—Dr. Richard M. Gummere, Headmaster William Penn Charter School, Philadelphia, Pa.
	28—Professor J. Duncan Spaeth, Princeton University, Princeton, N. J.
June	4—Professor George Rex Green, State College, Pa.
"	11—Mr. William Knowles Cooper, General Sec'y, Y.M.C.A., Washington, D. C.
"	18—Dr. Joseph M. Jameson, Vice President, Girard College.
"	25—Cheesman A. Herrick, President, Girard College.
July	2—Professor C. Addison Willis, Girard College, Phila. Pa.
"	9—Mr. Ellsworth Erskine Jackson, Business Man, Phila., Pa.
"	16—Mr. Samuel R. Boggs, Business Man, Philadelphia, Pa.
"	23—Mr. Joseph M. McCutcheon, Business Man, Phila., Pa. Alumnus Girard College.
"	30—Captain Howard Kirk, Attorney, Philadelphia, Pa.
August	6—Mr. Barton Sensenig, Teacher Penna, Institution for the Deaf, Philadelphia, Pa.
"	13—Mr. Ferdinand Graser, Business Man, Philadelphia, Pa. Alumnus Girard College.
	20—Mr. Hugh F. Denworth, Business Man, Philadelphia, Pa. Alumnus Girard College.
"	27—Professor George C. Foust, Girard College, Phila. Pa.
September	3—Cheesman A. Herrick, President of Girard College.
"	10—Professor James H. Moffatt, Central High School, Phila., Pa.
	17—Dr. William T. Ellis, Journalist, Swarthmore, Pa. Phila. Pa.
"	24—Principal J. Alvin Snook, Frankford High School.
October	1—Mr. Frank Schobel, Business Man, Philadelphia, Pa.

- October 8—Professor Thomas C. Blaisdell, State Normal School, Slippery Rock, Pa.  
 " 15—Professor Clarence E. Clewell, University of Pennsylvania.  
 " 22—Dr. John L. Haney, President Central High School, Phila.  
 " 29—Dr. John Wilkinson, Physician, Philadelphia, Pa.
- November 5—Mr. William McAndrew, Associate Sup't Schools, New York City.  
 " 12—Dr. W. H. Ottman, Teacher, Penn Charter School, Phila.  
 " 19—Professor Wm. Lyon Phelps, Yale University, New Haven, Conn.  
 26—Mr. Philip E. Howard, President of Sunday School Times Co., Philadelphia, Pa.
- December 3—Charles Edwin Fox, Esq., Ass't District Attorney, Phila.  
 " 10—Major A. J. Drexel Biddle, Business Man, Phila., Pa.  
 " 17—Mr. William G. Kensinger, Teacher Congo Inland Mission, Alumnus Girard College.  
 24—Mr. George H. Grone, Business Man, Philadelphia, Pa.  
 31—Honorable William Renwick Riddell, Justice Supreme Court of Ontario, Toronto.

## OUTLINE OF CHAPEL TALKS FOR 1922-23

Professor D. Montfort Melchior

### 1. *How the Bible has Come down to Us.*

Illustrated by lantern slides.

### 2. *Why Know the Bible?*

"Every scripture inspired of God is also profitable for teaching, for reproof, for correction, for instruction.....that the man of God may be furnished completely unto every good work."—II Tim. 3:16-17

### 3. *The Bible as History.*

"Write this for a memorial in a book."—Ex.17:14

### 4. *The Bible as Poetry.*

"As the hart panteth after the water brooks, so panteth my soul after thee, O God,"—Ps. 42:1

### 5. *Hebrew Prophecy.*

"Thus saith the Lord." "The prophet that hath a dream, let him tell a dream; and he that hath my word, let him speak my word faithfully."—Jer. 23:28

### 5. *The Boy and his Family.*

"Children, obey your parents in all things."—Col. 3:20

7. *The Boy and the Community.*  
"Even a child maketh himself known by his doings. whether his work be pure, and whether it be right."—Prov. 20:11
8. *The Boy and his School.*  
"Apply thine heart unto instruction, and thine ears to the words of knowledge."—Prov. 23:12
9. *The Boy and the State.*  
"Righteousness exalteth a nation; but sin is a reproach to any people."—Prov. 14:34.
10. *The Boy and the Church.*  
"I was glad when they said unto me, let us go into the house of the Lord."—Ps. 122:1
11. *The Boy and his Amusements.*  
"And the streets of the city shall be full of boys and girls playing in the streets thereof."—Zech. 8:5
12. *The Boy and his Companions.*  
"Enter not into the path of the wicked, and walk not in the way of evil men."—Prov. 4:14
13. *The Tight Rein.*  
"He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city."—Prov. 16:32
14. *Trusting One's Self.*  
"The sword of the Lord, and of Gideon."—Jud. 1:18
15. *Truth in the Inward Parts.*  
"Thou shalt not bear false witness against thy neighbor."—Ex. 20:16
16. *Doing our Best.*  
"Let us not be weary in well-doing; for in due season we shall reap, if we faint not." Gal. 6:9
17. *An Unclouded Title.*  
"Therefore take heed to your spirit that ye deal not treacherously."—Mal. 2:16
18. *Swear not at All.*  
"Thou shalt not take the name of the Lord thy God in vain."—Ex. 20:7
19. *How shall I Spend the Sabbath?*  
"Remember the Sabbath day to keep it holy."—Ex. 20:8

20. *"Am I my Brother's Keeper?"*—Gen. 4:9
21. *Can I have a Second Chance?*  
 "I have sinned against heaven, and in thy sight I am no more worthy to be called thy son."—Luke 15:21
22. *White Collars Vs. Soft Shirts.*  
 "A workman that needeth not to be ashamed."—II Tim. 2:15
23. *He Risked.....and Lost.*  
 "In the sweat of thy brow shalt thou eat thy bread."—Gen. 3:19
24. *Lest We Forget.*  
 "Oh that men would praise Jehovah for his loving kindness, and for his wonderful works to the children of men!"—Ps. 107:15

## HEALTH

The aim in the health work of the past year at Girard College has been to keep the boys in good physical condition so that they may proceed with the regular life of the Institution. In 1922 as before, the practice was followed of requiring all boys who were not in physical condition to be with their classes and engaging in the life of the Institution, on playgrounds and in the athletic activities, to be under observation and receiving the care of the Infirmary. With this standard the Infirmary population has been surprisingly low, and during the past year for the first time in twelve years have we had a condition when for a day there was not a single boy of the College housed in the Infirmary.

The pupils cared for by the Infirmary for all causes during the year gives a daily average of approximately five. If the 618 who were there for observation only were eliminated from the total, the average daily population would be further reduced.

There appears in the summary for the year a single case of typhoid fever, which was induced while one of the boys was on his summer leave. When it was known that he had typhoid he was brought to the College at once for attention. We may well point with pride to the absence of typhoid contracted within the College for a period now extending to twelve years.

Not a single case of diphtheria developed during the year. The earlier plan of administering a toxin-antitoxin treatment to all boys who come into the Institution has been continued.

The Medical Department reports that the reaction to this treatment by the younger boys is practically negligible. After a period of from four to six months following the toxin-antitoxin treatment the boys are subjected to the Schick test to determine their immunity to diphtheria. If immunity is not established by the Schick test then boys are given a second series of injections of the toxin-antitoxin mixture.

By prompt and complete isolation of cases of communicable diseases these have been kept at a minimum, and at no time have there been what might be called alarming conditions as a result of dangers from contagion.

The routine examination of all the boys in the College, the taking of their weights, heights, the making of tests of excretions, from their bodies, all were carried forward during the past year. These examinations brought to notice certain physical defects and limitations which needed operations, and the total of operations for the past year was larger than usual. These, however, have been in the direction of corrective work, and when performed they mean that boys have better health than before.

The usual examinations of milk, drinking water and water from the swimming pool have been made at intervals during the year. These have all contributed to the prevention of disease. For illustration, the Annual Report shows that there were in the College for the entire year but eighteen cases of pink eye under treatment. The Ophthalmologist in drawing attention to this makes the comment that it is one result of careful observation and watchfulness on the part of all who are handling the boys. The Ophthalmologist also reports on the gratifying decrease in injuries to the eyes of the boys working in the shops and the industrial operations of the College.

The State Commissioner of Health and the Chief Medical Inspector of the Department of Health of the City Government have repeatedly, during the past year, taken occasion to commend the care with which the medical work of Girard College is done, particularly in the direction of the prevention of illness and the limiting of the spread of contagious diseases.

The following is the report of the work done in the Ophthalmological Department for 1922.

Number of boys examined for visual test 1580.

Number of boys applying for examination and treatment 299.

Number of visits subsequent to examination 382.

Total number of visits 2261.

Number of boys refracted 116.

Number treated for ocular affections other than refractive errors 118.

The Medical Report shows the death of three boys during the year; two of these were from chronic heart disease both of which were of long duration. The conditions of the boys when they were received were in some measure accountable for the complications from which they died. The other death was due to a stoppage of the bowel which again was definitely related to an operation to which the boy had been submitted before he was received into Girard College.

The Chief of the Ear, Nose and Throat work reports a total of 113 boys treated for nasal diseases, the larger proportion of these being for acute rhinitis. A total of 347 boys had ear treatments. Seventy-two boys were similarly treated for other affections. Seventy-three boys were operated on for relief of the nose and throat passages, two radical mastoid operations were performed to relieve chronic discharging ears, in addition to which there was one simple mastoid operation and two maxillary sinus operations. It is a pleasure to report that all of this work was completed without any untoward incident.

The following summary gives a classified list of the diseases, operations, accidents and other matters of record for which pupils of the College were under observation in the Infirmary during the year 1922.

GASTRO-INTESTINAL DISEASES		NOSE AND THROAT DISEASES	
Abdominal pain.....	67	Coryza, acute.....	26
Constipation .....	3	Earache .....	8
Diarrhœa .....	7	Epistaxis .....	2
Enteric fever (post vacation) ..	1	Otitis media, acute.....	49
Gastro-enteritis .....	2	Pharyngitis .....	15
Intestinal toxæmia.....	15	Tonsillitis .....	207
Jaundice, acute catarrhal.....	1	Tonsillitis, follicular.....	7
Stomatitis .....	2		
Seat worms.....	1	Total.....	314
Total.....	99		



GENERAL DISEASES		SKIN DISEASES	
Chorea	3	Dermatitis venenata	4
Endocarditis, chronic	2	Erythema, simple	14
Epilepsy	2	Erythema, nodosum	1
Headache	69	Eczema, acute vesicular	9
Lumbago	1	Herpes facialis	3
Myalgia	8	Herpes, zoster	2
Nephritis, chronic	1	Impetigo contagiosa	11
Nephritis, acute	1	Purpura hemorrhagica	1
Neuralgia	1	Pityriasis rosea	2
Rheumatic fever	6	Pityriasis circinata	1
Serum sickness	1	Seborrhœa sicca	1
Syncope	2	Scabies	5
Total	97	Tinea tonsurans	2
		Urticaria	8
OPERATIONS		Total	64
Amputation, supernumerary toe	1	LOCALIZED INFLAMMATIONS	
Appendectomy	3	Abscess, ischeo-rectal	2
Circumcision	1	Abscess, peritonsillar	3
Cyst removed from eyelid	1	Abscess, alveolar	1
Hernia, radical cure for	4	Abscess, axillary	1
Hydrocele	3	Abscess of buttock	2
Mastoid, opened and drained	3	Adenitis	3
Obstruction of bowel	1	Cellulitis	2
Perforation of bowel	1	Furunculosis	6
Psoas abscess drained	1	Periostitis, of femur	1
Sinus, frontal, drained	2	Synovitis, of knee	1
Torticollistenotomy for	1	Toxin-antitoxin reaction	13
Tonsillectomy and adenectomy	75	Toothache	7
Submucous resection	4	Total	42
Undescended testicle	1	ACUTE INFECTIOUS DISEASES	
Varicocele	8	Influenza	44
Total	110	Measles	38
ACCIDENTS		Mumps	3
Concussion of brain	1	Scarlet fever	44
Dislocation of elbow	1	Total	129
Dislocation of wrist	1	EYE DISEASES	
Fractures of forearms	11	Chalazion	2
Fracture, both bones of leg	1	Conjunctivitis, acute catarrhal	25
Hernia, inguinal	1	Conjunctivitis, phlyctenular	1
Sprains	40	Foreign body in eye	3
Wounds, lacerated	11	Keratitis, phlyctenular	4
Wounds, contused	32	Stye	2
Wounds, infected	14	Ulcer of cornea	3
Wounds, punctured	1	Total	40
Total	114	UNCLASSIFIED	
RESPIRATORY DISEASES		For discipline	19
Bronchitis, acute	119	Observation	618
Bronchitis, chronic	2	Observation, scarlet fever con-	15
Laryngitis	20	tacts	
Pneumonia, croupous	10	Total	652
Pneumonia, broncho	11		
Pneumonia, (one of the maids)	1		
Total	163		

<i>John F. Cressman</i> , aged 9 years, died on April 8th, 1922, from chronic valvular cardiac disease. He had been ill for several years....	1
<i>Robert M. Leitch</i> , aged 9 years, died on November 15th, 1922, following operations for obstruction and perforation of the bowel. He had been operated upon at the age of 3 years for appendicitis. The adhesions which caused his obstruction probably came from this early operation.....	1
<i>Leon J. Hayes</i> , aged 13 years, died on the 18th of November, 1922, from chronic valvular cardiac disease. He had been ill about four years .....	1
Total .....	3
Total number housed in the Infirmary for all causes.....	1827

## DENTAL DEPARTMENT

The work in dentistry at Girard College was more notable in the past year than in any year preceding. The number of teeth devitalized and the number of teeth abscessed have shown a gratifying decrease as compared with 1921, and a more striking decrease as compared with 1920.

It is doubtful whether we fully appreciate the significance of the dental work of Girard College and the influence it has on the health of the boys of the College. It is only when some one from the outside, who has a broader view, visits the Institution and makes observations that the meaning of this work comes home with full force. Such a visitor made observation and report during the past year.

In a paper on "Orthodontics in U.S.A., 1922," read before the annual meeting of the British Dental Society at Newcastle-on-Tyne, England, July 31 to August 4, 1922, and printed in the *British Dental Journal*, for October 16, 1922, Dr. Harold Chapman had the following to say with regard to the work of institutions, particularly of the work in Girard College: "This paper would not be complete without reference to the treatment of orthodontic cases in institutions (this word hardly conveys the correct impression to us) and as far as treatment alone is concerned this is probably as important as it is in the dental schools, but I should mention that my opportunities for these observations were limited.

"At the Eastman Institute in Rochester, an orthodontic special-

ist, who attends daily, is in charge of the work. Orthodontic treatment is also given at the Forsyth Institute, Boston; but the orthodontic treatment, coming under this third heading, which impressed me most was that at Girard College, Philadelphia. This is an enormous home for orphan boys; there is a clinic in the college in which three dentists are at work daily; one of the dentists—the chief—is an orthodontic specialist, who devotes all his mornings to orthodontic work only for these boys. I feel sure some of the audience will say I am romancing; it is the unvarnished truth. I should add that the Girard College is one of the wealthy institutions of the States."

The detailed record of the work done in the Dental Department of Girard College during the year ending December 31st, 1922 is given below, also comparison is made with work done in earlier years.

	1920	1921	Percentage	1922	Percentage
Amalgam fillings .....	1,171	1,202	2.7 Inc.	1,021	15.0 Dec.
Phosphate fillings .....	4,031	3,246	19.5 Dec.	3,459	6.6 Inc.
Gutta Percha fillings .....	319	219	31.4 "	69	68.5 Dec.
Temporary stoppings .....	247	303	10.6 Inc.	136	55.1 "
Permanent teeth devitalized .....	32	42	31.3 "	20	52.4 "
Permanent teeth devitalized .....	6	0	100.0 Dec.	1	100.0 Inc.
Permanent teeth putrescent .....	12	27	125.0 Inc.	20	25.9 Dec.
Permanent teeth putrescent .....	5	3	40.0 Dec.	13	333.3 Inc.
Permanent teeth abscessed .....	7	7		4	42.8 Dec.
Permanent teeth abscessed .....	6	3	50.0 Dec.	23	666.6 Inc.
Permanent root canals filled .....	107	175	63.6 Inc.	56	68.0 Dec.
Temporary root canals filled .....	9	11	22.2 "	0	1,100.0 Dec.
X-Ray studies made .....	134	165	23.1 "	113	31.5 "
Inlays .....	31	27	12.9 Dec.	48	77.8 Inc.
Crowns .....	1	1		1	
Bridges .....	0	0		0	
Teeth cleaned .....	1,620	2,226	37.4 Inc.	2,163	2.8 Dec.
Extractions of permanent teeth .....	31	6	80.6 Dec.	12	100.0 Inc.
Number of treatments .....	3,058	3,919	28.1 Inc.	4,132	5.4 Inc.
Total number of operations .....	10,727	11,387	6.1 Inc.	11,208	1.6 Dec.

#### INCREASE AND DECREASE FROM 1920 TO 1922

	1920	1921	1922
Permanent teeth devitalized .....	32	42	31.3 Inc.
Permanent teeth putrescent .....	12	27	125.0 "
Permanent teeth abscessed .....	7	7	

#### DECREASE IN ELEVEN YEARS

	1912	1921	1922
Permanent teeth devitalized .....	170	42	73.3 Dec.
Permanent teeth putrescent .....	151	27	82.1 "
Permanent teeth abscessed .....	22	7	68.2 "
Average .....	343	76	77.8 Dec.

## DOMESTIC ECONOMY

Numerous improvements have been possible in the domestic service of Girard College during the past year; these improvements have been carried forward at a reduction in maintenance cost. The problems of domestic service were less acute in 1922 than for several years preceding. The permanency of tenure, a retiring allowance in old age, a provision for the care of employees during illness, are of such attraction that many desirable domestic employees are satisfied to continue in Girard College even at a wage slightly below that which they might receive for less permanent employment elsewhere.

A decision of the Committee on Household in October for more frequent changes in wearing apparel by the boys looked like a simple provision to be carried out, but when we entered on this change it was found that a complete reorganization of the laundry was necessary, and that new laundry machines were required. There was also the necessity of providing additional closets and storage space throughout the buildings. A slight increase in the staff of employees was also required to care for this extra work. The improved service was desirable, however, and the added expenditure was approved by the Committee.

Another improvement during the year was the introduction of electric slicing and stacking machines for the carving of meats served to the boys. This arrangement has made the meats much more presentable and by an attractive method of cutting them waste has been reduced and a considerable saving effected.

The total subsistence cost for 1922 was \$271,093.92 which was a decrease of \$24,442.69 as compared with the subsistence cost for the preceding year. This was a difference of 8.27 per cent between the two years. During the past year there has been a decrease in the amount of canned goods used with a considerable increase in fresh vegetables and fruits. By greater care in marketing, watching the available supplies of fresh vegetables and fruits there can be introduced economy in purchases and the supplying of more attractive food.

On the per capita basis the expenditure per boy for subsistence was \$177.53. If the computation is made on the basis of including all officers and help who get their meals at the College the

per capita cost would be \$151.02. If the computation were made on the basis of food stuffs alone the per capita for boys was only \$168.34, and if the total receiving meals at the College were taken as the basis for computation the cost of food stuffs was \$143.54. The cost of food stuffs per meal per day is thus found to be between \$ .44 and \$ .46 per person, reckoning the year to be eleven months, which is the average time of attendance of those getting meals in the College.

The expenditure for clothing showed a decrease as compared with the expenditure for 1921. The total so expended was \$119,719.44 which was a decrease of \$15,282.51, or 11.32 per cent, as compared with the expenditure for clothing in 1921. The per capita cost of clothing in 1922 was \$78.40, while the per capita for 1921 was \$88.76. Almost every item which entered in to the expenditure for clothing showed a decrease, the largest being in the price of suits and overcoats, shirts, neckties, and rubbers.

An interesting table has been compiled by the Superintendent of Domestic Economy showing the average cost of shoes for the past fifteen years.

<i>• Year</i>	<i>Average cost of Shoes</i>
1908 .....	\$1.76
1909 .....	1.63
1910 .....	1.597
1911 .....	1.618
1912 .....	1.677
1913 .....	1.805
1914 .....	1.912
1915 .....	1.969
1916 .....	2.056
1917 .....	2.414
1918 .....	2.953
1919 .....	3.528
1920 .....	4.707
1921 .....	4.268
1922 .....	3.718

## GROUNDINGS AND BUILDINGS

Steady progress has been made in the improvement of the grounds of Girard College during the past year. The buildings

also have been improved in their appearance and physical condition. With a plant as large as that used by the College, maintenance and up-keep are a heavy expense, and they require constant watchfulness.

The most important single decision of the year for Girard College was that of erecting an Armory on the unused space between the Number Nine playground and the West playground. This building will encroach slightly on each of the playgrounds between which it is being placed. This building will serve a three fold purpose: First, as a drill hall and center for military instruction; second, as a recreation building where physical education can be conducted and indoor games played during the winter, and in inclement weather; and third, as a center for musical instruction.

The plan of the building provides a central drill hall in full height of the building with a clear floor space of one hundred and ten feet by two hundred and twenty feet. This drill hall will be surrounded by a visitors' gallery supported on brackets, so as not to interfere with the movements on the floor. The drill floor will serve not only as a space for the drilling of the Battalion during the winter, but it will furnish also a play space for the boys of High School age, and splendid appointments for basket-ball, indoor base-ball, volley-ball and other games. Immediately underneath this drill hall floor will be two large rooms, one for the recreation activity of the boys from the Grammar School, and the other for those from the Primary School. To the north and south of the central structure will be extensions of the building, each two stories high, providing company rooms and class rooms on the first floor, and on the second floor complete appointments for the Band and for other musical work.

The building is of Greek design and is being constructed of marble of the same grade as that used in the High School building. The building gives promise of being of pleasing appearance, as it also is certain to be of great utility. There will be constant daily use of this building for the activities which will center in it, and it cannot fail to contribute an important service to Girard College.

A Committee of the Board of Directors has been devoting itself to a study of the question of improving the playgrounds of the College. The playgrounds contiguous to Buildings Seven and Nine were levelled and rolled during the past summer. An experiment in the treatment of the playground surface has been carried on and it now seems quite clear that a surface dressing of Tarvia, or a similar substance, will give desirable results by reducing the mud in the winter through furnishing a surface which will resist water, and which also will keep down the dust in summer. When we considered the use of this material it was feared that there might be objection due to the soiling of the clothing of the boys, but the liquid part of the material seems quickly to be soaked up by the playground surface and the expected objectionable features in the use of this top dressing have not followed.

An earlier plan to re-surface the playground adjoining the Mechanical School at the west end with asphaltum or concrete, so that it might be used for play surface in wet weather, and, by means of flooding in cold weather, furnish ice for skating and sliding, was temporarily halted by the necessity of running various pipes and wires under this playground from the tunnel to the Armory. To have put down concrete or asphaltum surface immediately would have meant the certainty of having it chopped to pieces for the tunneling and ditching. With the early completion of the appointments for the Armory there is presented the opportunity to resume consideration of this important improvement.

Several years ago we considered doing away with the four vestibules on the fronts of the several units of Building Seven, but conditions in the building trades and the suggestion of the War Industries Board deferred consideration of this matter at that time. The time has now arrived when this important improvement might be taken up and it is our hope that consideration of it will be given in the immediate future.

When the above change is made there will be the opportunity to remove a considerable part of the flagstone and various unused driveways at the front of Building Seven, turning spaces that these occupy into lawns, and introducing vines and shrubs

next to the buildings. The treatment of the space about the new unit at the west end of Building Seven is an indication of the possibilities in the treatment of the rest of that building.

Attention is drawn once again to the rather crude lavatory and bath arrangements in the older sections of Building Seven. In the fullness of time it is hoped that some reconstruction can be introduced in the four older units of the building which will bring the equipment more nearly up to date.

There is a pressing need for some changes in Building Five which will make the section rooms in that building more home-like and attractive. The changes earlier made in Buildings Two, Three and Four are an indication as to the possibilities in the Building Five. It is our hope that before another year passes the section rooms of Building Five will be made more comfortable and livable.

The toilet east of the laundry has long been unsatisfactory. It is crude and primitive in construction and while we have sought to better its condition the improvement has fallen short of what is eminently to be desired. There are now unused spaces in the basements of Buildings Three, Four and Five, the boys from which buildings use the toilet at the north wall; toilet accommodations might be introduced into these spaces. There would be a great forward step in the physical appointments and an improvement in the conditions for work if the outside toilet were discontinued. Approximately five hundred boys of varying ages are now using this toilet. This toilet has been a great temptation for boys to smoke and the opportunity which it affords as a meeting place of older and younger boys, and of boys from different sections, presents a difficult problem in administration. We should all welcome the installation in the buildings of a more modern toilet equipment.

In the matter of toilets it is a pleasure to report that the accommodations heretofore located west of the Lodge entrance were demolished during the year and provisions made for toilet accommodations in Buildings Ten and Four.

Numerous changes in lighting have been introduced during the year, practically all of the work being done by the boys from the Electrical Department of the Mechanical School. The skill with



which this work has been done and the fine results secured from it are greatly to the credit of this department.

During the year window screens and screen doors were added in Buildings Two, Three, Four, Five, Seven and Eight and Nine. This was a big contract which has involved a considerable expense, but the work was done in our own carpenter shop at much lower cost than would have been necessary if the equipment had been purchased outright.

Individual steel lockers have been secured for the boys whose dormitories are in Building Five, thus extending to them an additional service in the opportunity for further protection to their property.

A complete new set of padlocks have been secured for the boys' lockers, these being on a new master system. The locks which had been used for six years have been called in to be put in good condition for use at a later time. This complete change will afford a means of keeping the equipment in good shape and is probably an economy in the long run.

Three art committees have been working to improve the appearance of the buildings by the selection, arrangement and hanging of pictures. Our older pictures have been carefully gone over, some of them have been repaired and reframed, others, which were unsuited for their purpose, have been discontinued, and numerous new pictures have been secured, so that the boys may be surrounded by pictures which will have a silent, but unmistakable influence in their education.

On August 31 of the year under review, Mr. Frank H. Mearns, the Chief Engineer of the College, was compelled to retire because of ill health. Mr. Mearns had served Girard College for fourteen years as Chief Engineer, and before that had been in the service of the College fifteen years in various capacities.

The retirement of Mr. Mearns presented an opportunity to introduce a new element in the instruction at the College, that of operating engineering. After considering the whole question for some time the Board elected Mr. Robert T. Anderson, who is a graduate in engineering of the Towne Scientific School, of the University of Pennsylvania. Mr. Anderson had been a

teacher in the Engineering Department of the University and at Drexel Institute. He has had, also, a good range of practical experience, and we believe that his coming will contribute to an improved service and to economies in the management of the plant at Girard College, in addition to furnishing a means of training to the students.

## SMALLER DINING ROOMS AND THE COTTAGE SYSTEM

The urgent need for changes in the method of serving meal to the boys of the College was dwelt upon at some length in the President's Report for 1921. This question has been further studied by the Executive Staff of the College during 1922, and the conclusions earlier reached are more definite than they were before.

The Household and Domestic Departments have striven to better the conditions and the service in the Number Eight dining room, and one important improvement has been introduced during the year, namely, the doing away with monitors in charge of boys for the evening meal. The least satisfactory conditions in the Number Eight dining room were at supper, where, under the former system of control, one Household officer only was on duty, the rest of the supervision being exercised by the older boys. One half of the Household officers now stay on duty for the evening supper hour, going for their suppers when the boys have been dismissed from the dining room. There has been a marked improvement in the order in the dining room since this change was inaugurated. The Superintendent of Household, however, does not blink the fact that conditions are still unsatisfactory. His characterization of the dining room is that it is "barn-like," and he expresses doubt as to whether we shall ever have desirable conditions until the boys can be cared for in smaller groups, and the older and younger boys separated.

Continued study of the dining room problem during the year has afforded an interesting historical perspective for its consideration. First there were reports of Special and Joint Committees

of the Directors of Girard College in 1858 and 1859 which spoke in no uncertain terms of the unsatisfactory conditions then existing, and urged appointments which would more nearly represent the domestic arrangements in a home. The educational advantage of teachers, officers and boys dining together, as set forth by these Committees, was referred to in the Annual Report of last year. An ideal was set forth in these reports that conditions should make it possible for any officer or teacher of Girard College to take his or her meals with the boys. Until such a condition is realized, we cannot be said to have reached a desirable end in the administration of Girard College.

Other students of the needs of Girard College in the past have sought to make their contributions toward a solution of the dining room problem. William Welsh, one of the wisest and most self-sacrificing members of the earlier Board of Directors, who was largely responsible for the act creating the Board of Directors of City Trusts, and who became a member of this Board and was its President during the formative period in its history, submitted in the second Annual Report of the Board of Directors of City Trusts for 1871, a communication addressed to the Executive Committee of the Board reviewing the whole question of the domestic arrangements, of buildings and other matters related thereto.

After drawing attention to the need of increasing the capacity of the College the communication above mentioned made reference to the alternatives which were possible. These were either the extension of what was denominated "the present system" by the building of additional dormitories, or the use of Building Number One, and the erection of what were termed "more suitable dwellings for the officers." In this discussion it was urged that a new Chapel and a dining room be erected so that the space then used for these appointments might be available for an increase in the number of school rooms and section rooms. In the various alternatives which were set forth, Mr. William Welsh urged the following: "To discontinue the community or congregate life, and to adopt the family system, by placing say thirty to fifty boys of different ages in a separate dwelling under suitable care-takers, who will watch over their

moral development during the whole period of their sojourn in the College. The boys would, in this case, be together at school, on the playground, and in chapel."

Continuing the discussion on the advantages of the cottage system, as contrasted with the congregate method of control then in effect, and still continued in the College, the President of the Board of Directors made the following sage comment: "From many years of close observation, as to the inner working of the institution, and the conduct of its pupils after they are indentured, I am inclined to believe that some modification of the present system is important now, and may become essential to the well-being and well-doing of the College, when the number of its inmates shall have been doubled or trebled."

In the report of the Board of Directors of City Trusts for 1872 mention was made of the plans for the further increase in the number of pupils then under consideration. The President of the Board drew attention to the fact that, if the family plan should take the place of what he termed "the present congregate system," additional space would be necessary. In the same connection he quoted from a report of President Allen, with regard to the future buildings of the College, in which President Allen had said: "It is recommended that all future buildings which may be erected for the use of pupils, be planned for homes, as I propose that the future enlargement of the Institution should be on the family plan, and be made gradually."

Of the Number Seven Buildings being erected in 1876, the annual report of the President for that year made the following statement: "The cluster of buildings now in process of erection is designed for a primary department, in which each section, varying from thirty to thirty-three pupils, will have separate residences and female care-takers, mingling, however, in the schools and on the playground. They will also have separate tables in the refectory. The design is to give these very young boys the advantages of family life, and by its genial influence and constant oversight, to eradicate evil habits and instil good principles. Each boy will have a locked closet in which to keep his little property, and there will be a work room in every house,

as well as a section room in which the pupils read and prepare their lessons."

The report of the Board of Directors for 1882 noted with satisfaction the progress which had followed the establishment of a so-called "Primary Department" in Building Seven. The statement was then made that a separate dining room, with a distinctive personnel of officers, had made it possible to conduct that branch of the work, without requiring assistance from the system that had prevailed before. The completeness of the segregation of Number Seven at first is fairly shown by the fact that the office of Vice President was created, and the first Vice President was chosen, with the opening of that Building. In the earlier years of his service the Vice President was assigned to have supervision over Building Seven, the work in the rest of the Institution going forward as it had done previously.

In the report of William Welsh to the Executive Committee in 1871, cited above, mention was made of cottages which might be established in buildings already erected. A later paragraph of the same communication was more explicitly to the effect that each of the four buildings then existing, namely One to Four inclusive, might be altered into three or four separate houses capable of accommodating fifty or thirty-five boys each. The foregoing was followed by the statement, "More suitable buildings for professors and teachers can be erected at moderate cost within the enclosure, or elsewhere." The objections of administrative difficulties and additional expense were then faced, but Mr. Welsh argued that if the domestic system had superior advantages it would be warranted in spite of these objections.

The same interesting report drew attention to the ill effects upon the boys, of their migratory life in passing through the College, and of the lack of anything like home attachments. Frequent change of section, little opportunity to acquire property, few conveniences for keeping what little they possessed,—these conditions, it was said, were not conducive to a training for citizenship. By the prevailing methods of issuing supplies and clothing it was felt that there would be sure to be developed selfishness and extravagance; it was said that as these came

"from a seemingly unfailing source why should care and economy be practiced?" Although this document was submitted more than fifty years ago it reads as though it were prepared for the year 1922; the principal suggestions which it offered are so obvious that they were made by the President of the College now in service after he had been at the Institution less than nine months.

The reminiscences of a student of Girard College of twenty odd years ago, appearing in *Steel and Garnet* during 1922, drew attention to the feeling which that writer had from his remembrance of the fact that he did not have a chair on which to sit during a long period of his life in Girard College. In the section room he sat on a bench, in the dining room on a stool, in the school room on a desk, in the Chapel on another bench. This boy, knowing that people generally sit on chairs, for a part of the time at least, had the feeling that he was not living a normal life at Girard College.

A young man who graduated with credit from Girard College in June, 1921, enrolled for an additional year at a good boarding school, though not of the most expensive type. He made a high scholarship standing in the scholastic year 1921-1922, and was, by vote of the faculty and school authorities, awarded the school medal for all around efficiency and the most helpful influence on the school life. After graduation from the private boarding school, this boy returned to the College for a visit and was asked to give a criticism of the life at Girard College as compared with the life at the school which he had later attended. After carefully thinking the matter through he answered under three heads, two of which related to the domestic life of the boys here. First, he said he would wish for the boys of Girard College more opportunities for social life, and their participation in the activities and relationships of social intercourse. Secondly, he stated he would desire more instruction in and opportunity to practice table manners. He confessed that he had been repeatedly embarrassed and chagrined at his bad manners at meals and his lack of knowledge of correct table deportment.

The Superintendent of Household reports on the embarrassment and lack of confidence of our senior boys when they face

what is to them the social ordeal of going to a class supper or taking the annual trip to the coal regions or to Washington. Almost invariably before such a supper or trip, groups of boys will gather around a sympathetic teacher or officer and ask the most naive questions about table manners, the use of silver and china, and the ordering of a meal from a menu. In this way some of the boys learn a little of the amenities of social life, but it still remains that at least one-half of the boys leaving the College do not have this opportunity, as they do not attend the class suppers and are not taken on the trips mentioned. Some means of more normal living, and living in the College as boys live in other schools, seems to be the present greatest need of the Institution.

The educational and moral advantages which would result from smaller dining rooms and the segregation of the boys of different ages were elaborated on in the report for 1921, and are not repeated here. It is the decided feeling of the Executive Staff of Girard College that no need is now more pressing than for a series of smaller dining rooms and the establishment of at least four cottages for older boys in Building One.

## ADMISSION AND DISCHARGE

The demand for the service of Girard College in no sense abates from year to year; indeed, it would appear that the demand tends rather to increase, for with a closer sifting of the lists, and a larger number of boys not being accepted for admission, the numbers on the waiting lists continue about the same. This means that the number of applications for admission is on the increase.

At the close of 1922 there were 712 boys whose names were on the waiting list maintained in strict accord with the provisions of the Girard Will. One year earlier there were 716 on the same list. In the years immediately preceding the influenza epidemic of 1918 the normal number on the list was about 600, but since 1918 the number has remained at 700 or slightly above.

During 1922, 379 new applications were registered. During the year there were received into the College by admission 182 boys; there were declined by the Directors because of mental or physical reasons a total of 81 boys; 3 were declined because

their mothers failed to present them; 29 were voluntarily withdrawn by the mothers or guardians; 3 were deceased and 85 were removed from the list because they had become ten years of age; thus the total of names removed from the list was nearly the same as the number of new applicants registered.

In the report for 1917 a map of Pennsylvania was presented showing the number of boys then enrolled in the College from each county in the State. Herewith is a tabular statement presenting the same facts and also information as to the number of boys from each county who are on the waiting list.

<i>County</i>	<i>On the List of Applicants</i>	<i>In the College</i>	<i>County</i>	<i>On the List of Applicants</i>	<i>In the College</i>
Adams .....	0	6	Juniata .....	1	0
Allegheny .....	8	13	Lackawanna .....	24	55
Armstrong .....	0	3	Lancaster .....	10	27
Beaver .....	1	0	Lawrence .....	0	0
Bedford .....	4	4	Lebanon .....	5	0
Berks .....	12	35	Lehigh .....	7	11
Blair .....	7	26	Luzerne .....	58	84
Bradford .....	0	1	Lycoming .....	13	18
Bucks .....	7	21	McKean .....	0	0
Butler .....	0	0	Mercer .....	1	0
Cambria .....	6	11	Mifflin .....	1	1
Cameron .....	0	1	Monroe .....	5	5
Carbon .....	10	5	Montgomery .....	25	56
Center .....	2	6	Montour .....	2	0
Chester .....	20	36	Northampton .....	12	10
Clarion .....	0	1	Northumberland .....	12	39
Clearfield .....	10	18	Perry .....	0	0
Clinton .....	3	13	Pike .....	0	1
Columbus .....	7	15	Potter .....	0	0
Crawford .....	0	9	Schuylkill .....	20	53
Cumberland .....	0	3	Snyder .....	0	0
Dauphin .....	12	23	Somerset .....	0	2
Delaware .....	27	25	Sullivan .....	1	2
Elk .....	2	2	Susquehanna .....	2	10
Erie .....	0	0	Tioga .....	2	5
Fayette .....	0	5	Union .....	0	0
Forest .....	0	0	Venango .....	0	0
Franklin .....	1	2	Warren .....	1	1
Fulton .....	0	0	Washington .....	0	2
Greene .....	0	0	Wayne .....	1	1
Huntingdon .....	3	8	Westmoreland .....	0	3
Indiana .....	4	5	Wyoming .....	2	4
Jefferson .....	6	16	York .....	1	6



Philadelphia County (outside of Old City).....	314	765
Old City of Philadelphia .....	2	71
Outside of the State of Pennsylvania.....	38	0

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From the table above given it will be seen that there are fifteen counties of Pennsylvania which have no boys now in Girard College. There are 22 counties which have from 1 to 5 boys each; seven have from 5 to 10; eleven, from 10 to 25; five, from 25 to 50; three, from 50 to 75; one, between 75 and 100; and Philadelphia County has 836. The above facts indicate that 54 per cent of the boys in the College were born in Philadelphia County. The further interesting fact remains that 29 per cent of the boys were born in other large industrial centers as Wilkes-Barre, Scranton, Pottsville, Harrisburg, and Altoona, and the counties immediately contiguous to Philadelphia, as Montgomery, Bucks, Chester, and Delaware. The remaining 17 per cent of our boys come from the more sparsely settled counties. One curious fact brought out by the above table is that the Pittsburgh district (Allegheny County) has only 13 boys in Girard College. Geographical remoteness is in part an explanation of this fact, but no doubt provision made by Pittsburgh for dependent boys has affected the application for admission of boys into Girard College.

The total number of vacancies in the College during 1922 was 167 as against 163 for the preceding year. Of this number there received the diploma of the College 67 as against 54 in the preceding year; there were granted certificates from the Intermediate High School course 33, as against 36 in the preceding year. Two only left because of becoming eighteen years of age and a total of 14 for failure in scholarship. In the preceding year 20 were sent out because of scholarship failure. During the past year 17 boys left at the request of their mothers before they had completed the course and while they were making satisfactory progress. Of this number 15 were under sixteen years of age. It seemed wise to grant the requests of these mothers as there were changed conditions which warranted the mothers assuming the responsibility for their boys. Some of

these mothers have married again and others have reestablished homes, sometimes as a result of other children becoming of suitable age to go to employment.

It will be noted from the above figures that there was a slight increase in the number of boys graduated. From present tendencies this increase will be continued in the years to come. The number of boys who left because of failure in scholarship is after all surprisingly low, and it will be our aim to make this even lower. It is pleasant to note that but one boy was expelled from the College during the year because of his being an unfit companion for his fellows, according to the terms of the Girard Will. Certain others were sent out because they did not appreciate their opportunities here. It is our hope that as boys become more interested in their studies, and a larger number meet the requirements for graduation, and fewer leave because of failure in their studies, that there will be a decreasing number of those who leave because of unsatisfactory conduct.

The Superintendent of Admission and Discharge reports decreasing difficulty in the placement of boys going out of the College. The great proportion of those now leaving are equipped to take up some skilled employment, and there are standing demands for boys thus equipped, which make openings for practically all of our boys. Not only have there been plenty of positions available during the past year, but the rate of compensation has risen as compared with that received in the preceding year. The rates of wages in mechanical positions were the slowest to recover from the slump which followed the war period. From an average of about \$15 for beginners in an earlier period of the year wages have risen to an average of about \$18 toward the end of the year. While this seems very excellent compensation for boys leaving the College it must be borne in mind that for those who must maintain themselves it is after all relatively low. Satisfactory boarding places can scarcely be found in Philadelphia at less than \$9 or \$10 a week, and this amount plus other necessary expenses does not leave much margin for saving.

The percentage of boys rejected to the total number presented for admission in 1921 was abnormally high, it being 42.

In 1922 the percentage of failure fell back to what may be considered the more normal figure of 30. The number of boys admitted, the number declined, and the percentage of those declined to the total number for whom applications was made in the last five years is represented by the accompanying table.

<i>Year</i>	<i>Admitted</i>	<i>Declined</i>	<i>Percentage Declined</i>
1918	212	69	24.5
1919	198	97	32.8
1920	178	80	31.
1921	161	121	42.9
1922	182	80	30.

The classification of pupils admitted during 1922 as to their physical and anthropometric development, condition of the eyes, psychological examination, and the school classifications is shown in the accompanying tables.

#### CLASSIFICATION OF PUPILS ADMITTED DURING 1922

PHYSICAL DEVELOPMENT		AGE AT ENTRANCE	
Good .....	67	6 years .....	3
Normal .....	102	6½ years .....	3
Fair .....	12	7 years .....	5
Poor .....	1	7½ years .....	38
		8 years .....	52
	182	8½ years .....	37
		9 years .....	22
		9½ years .....	22
			182
ANTHROPOMETRIC		OPTICAL	
Above standard .....	112	Good .....	0
Above in height .....	27	Normal .....	178
Above in weight .....	10	Fair .....	3
Below standard .....	33	Poor .....	1
	182		182
SCHOOL CLASSIFICATION		PSYCHOLOGICAL	
Good .....	15	Good .....	50
Normal .....	84	Normal .....	81
Fair .....	76	Fair .....	50
Poor .....	7	Poor .....	1
	182		182

Of the total admitted during 1922 eleven boys were above grade in their school classification, 95 were either on grade, or less than one year below normal, 74 were more than one year and

less than two years below their normal school grade, and but two of the total number admitted were more than two years below grade. This latter classification is generally held as retarded. The two boys received were believed by the Directors, after having a full report on the facts, to be boys whose retardation was due not to lack of ability but to lack of educational opportunity, and they were received in the belief that they will make up some or all of the deficiency which they showed in their examination. Thus every boy received during the past year is out of the retarded class or is in fair way of getting out of that class in the immediate future.

After the consideration of a large list of applicants for the position of Assistant Superintendent of Admission and Discharge the Board of Directors elected Mr. James Norman Stephens to that position. Mr. Stephens is a mature man of good training and approved experience. He has had a wide range of work both as a teacher and in other fields, and he came to us with every promise of a highly useful career. The condition in the office of the Superintendent of Admission and Discharge has been much more favorable during the past year than for several years preceding. There has been less change in the personnel and less interruption of the service of those in the several positions due to illness.

The Superintendent has been giving an increasing amount of time to what may be called the social service features of his work. Coöperative education, summer employment, Saturday employment, practice of thrift, the maintenance of a more intimate relationship between the College and the homes from which the boys come, all have made their contribution toward making Girard College a great socializing agency which extends its influence to a large list of Alumni, and to the homes and family circles from which our large company of boys are drawn. One commendable aspect of the Superintendent's work during the past year has been the creation of outlets for placing boys through the social, commercial, and business contacts which he has established. Increasingly the good name of Girard College is an "open sesame," and the time is not far distant, if it has not already arrived, when the business community in Philadel-

phia, and similar communities in other parts of the State, will take without question, and give a splendid opening to, every boy receiving the endorsement of the officers of Girard College.

## ALUMNI

The interest of the Girard College Alumni in the work of the Institution has continued unabated. Members of the organized Alumni bodies have repeatedly visited the College in connection with various celebrations. The Early 80's give their usual "Summer Carnival and Entertainment Extraordinary" on the last Wednesday in July. This entertainment has come to be one of the features of the Girard vacation.

The Central Pennsylvania Alumni Association has established two prizes to be given annually, one for \$15 and the other for \$10, to the students of the College from Central Pennsylvania who make the best combined showing in scholarship, deportment and athletics. The counties included in this competition are: Dauphin, Lebanon, York, Adams, Cumberland, Perry, Mifflin, Juniata, and Franklin. The Association wishes to have the attention of the boys from these counties drawn to its existence, and to establish relations with these boys as far as possible, even while they are in the College.

Recognition of the interest of former Girard students in the Institution is one of the pleasant experiences which comes from time to time in the year's work. Repeatedly Alumni write in noting the anniversaries of the days when they were received into the College. Such a letter came during the past autumn from a representative Alumnus who invoked "the blessings of Heaven" upon the College and its officers and management. This man reported that he could not help thinking of Girard College throughout the day. Repeatedly graduates who have visited the College have written their expressions of commendation and always they are sympathetic in their judgment, and appreciative of every effort at present being put forward. A graduate of but four years ago following his visit during the past year wrote a letter which is by no means exceptional in its tone and spirit. "It is," said he, "my one great regret that every former Girard man could not have made that visit with me. To

me it is appalling that it takes the average Alumnus anywhere from five to twenty years to appreciate the meaning of Girard College. The unfortunate idea of College days, that all officers are natural enemies, lingers much too long in the minds of Girardians. For the sake of Girard College and the Alumni Association the Alumni in some way should be made to review the facts from a mature standpoint."

The Alumni associations in Pittsburgh, Harrisburgh, Northeastern Pennsylvania, and the Lehigh Valley have kept up their activities during the year and are contributing to the good name of Girard College in their respective localities, and giving themselves in service to the members of their respective groups. Not the least of the services which the Alumni have rendered is providing opportunities for employment to worthy boys who are leaving the Institution. No school plants a deeper and a more abiding affection for itself and its graduates than does Girard College. The problem by which the management of the College is confronted is how to use to good advantage the genuine Alumni interest which is everywhere manifested.

## SUMMARY OF RECOMMENDATIONS

Numerous recommendations of earlier reports are now being carried into effect. The suggestion made one year ago for a suitable observance of the seventy-fifth anniversary of the founding of Girard College was favorably considered by your Honorable Body, and one result of this celebration will appear as an appendix to the Annual Report for the current year.

The Armory which was recommended last year is now under construction and it will, we trust, be finished, furnished, and serving a useful purpose before the close of the present calendar year.

Several minor improvements in grounds and buildings and in the perfection of the administrative detail of the College work are at present being carried on. Minor improvements of this sort should be continued in the years to come. Many minor improvements, in themselves slight, will, in the aggregate, work a great advance in Girard College. A Greek philosopher once

said that perfection is made up of trifles, and also that perfection is no trifle.

Among the chief items treated in detail in the present report or in the reports of recent years, which should constitute a working program for the future of Girard College, there may be enumerated at least six specific recommendations. Some of these are relatively easy of accomplishment, some are more difficult, but all are fundamental and far reaching. If these six important forward movements could be realized in the next six years we might all consider that Girard College is marching on in the accomplishment of the task to which it was commissioned by the Founder. These six are:

First: It is recommended once again that more modern dining room facilities, smaller dining rooms, and dining rooms better equipped for their purposes, be provided for all the boys in the College. It is the belief of the executive staff that the best provision for meeting the present need is this particular would be the erection of a dining room building immediately to the north of Buildings Three and Four. This proposed new building, and the cottages to be recommended in the next section, would make provision for the boys who are assigned to sections above Building Eight. By this arrangement the dining room in Building Eight could be subdivided and this subdivision would furnish much more suitable appointments for the boys in Buildings Eight and Nine.

Second: Closely related to the above is the suggestion repeatedly made for the building of new residences to the east of Building One where may be housed the executive officers who are in residence on the College grounds. This change, with some additional provision for certain domestic employees who are at present quartered in Building One, will make it possible to convert that building into a series of four cottages where four families of from twenty to twenty-five boys each may be provided for. This latter change would, we believe, go far toward furnishing desirable conditions for the domestic life of the older boys in Girard College.

Third: We recommend once again additions to the Mechanical School building which will give room for new departments

of instruction. This change is desirable from consideration of the Mechanical School itself, and it is equally desirable from the side of the High School where added room is greatly needed.

Fourth: Our playgrounds are far from satisfactory and it is recommended once again that the experiments entered upon and improvements already begun may be continued until the playgrounds are better suited to their purposes.

Fifth: The remodeling of the front of Building Seven is an obvious need. This will make possible extensive improvements in the appearance of the grounds adjacent to that building. Ultimately Building Seven should also have alterations and improvements in its interior construction.

Sixth: The need for a tract of land in the country within convenient distance of Girard College is pressing. Such a tract would afford an opportunity for the giving of several hundred boys a suitable vacation arrangement during the summer; it also would serve as a means of giving needed attention in preparation for agriculture and life in the country.

The above by no means covers the needs of Girard College, but it represents the present most urgent demands. These, the executive officers of the College feel, should be kept constantly in mind, and every effort bent toward finding ways to meet them.

All who have had a part in the tasks of Girard College during the past year may find satisfaction in a wise saying of William Blake, "It is better to prevent misery than to release from misery." The prevention of misery, through a better equipment for life, is the ideal for the accomplishment of which Girard College was established. Ours is the privilege to contribute to a realization of this ideal. We may well be encouraged at the progress during 1923, but as the year closes all who have served here should remember that this year was "not an achievement, but an opportunity; not an end, but a beginning."

Respectfully submitted,

CHEESMAN A. HERRICK,

*President.*



## GENERAL PRIZE AWARDS, 1922

### HIGHEST SCHOLARSHIP STANDING IN CLASS OR DEPARTMENT

John Walter Adams, 4A-3; Isaac Adelizzi, Chemistry and Physics; Harold F. Armstrong, J-1; Edwin L. Ashton, 5B-3; Joseph F. Beckman, 6A-3; Harold S. Beecher, 6B-1; Howard C. Bell, 4B-2; William B. Biester, 6B-1; Charles W. Books, 5B-2; David R. Bortel, 3B-2; Clinton H. Bortz, 4B-2; John E. Boyle, 2B-2; Thomas E. Bramble, 3A-2; Frederick C. P. Cartlidge, 1-1; Charles Leroy Cessna, 3B-3; Francis X. Coyle, 3A-1; William F. Cregar, French; Arthur D'Alo, 5A-2; Mario D'Alonzo, 5A-3; Gerald W. Dieter, 6B-2; Frank H. Drake, J-1, J-2 and Mathematics; Henry J. Dugan, 3B-1; George D. H. Dunkle, 2-2 and 3-1; Leroy R. Eaby, 5B-4; Donald F. Eastman, 3A-3; Frank Evans, 5B-3; Henry H. Fanz, S-1, S-2 and Spanish; Michael Franco, 4A-1; William Gauer, Bookkeeping; Walton Gibson, 2A-1; Martin Goldberg, 5B-1; Marvin A. S. Greene, 5A-4; Charles M. Grosh, 5A-1; William A. Gulliford, 3-2; Ralph A. Haas, Mechanical School; Otto G. Hartman, 1-2; Edwin Paul Holt, English; Frank B. Holt, 6B-4; Benjamin Horowitz, Bookkeeping; Cyrus Ray Howard, 2A-1; Wayne E. Hughes, 4B-3; Charles J. Johnson, 6A-2; Edward D. Jones, 6B-4; John E. Kingsmore, 3B-2; Norman F. Kinzey, 6B-2; Jonathan H. Kistler, 6B-3; Willam Klose, 4B-1; George W. Knapp, 4B-1; Frederick J. Kramer, 5A-3; George Philip Kraemer, S-2, Spanish, Stenography and Typewriting; Blaine W. Lance, 6B-3 and 6A-1; Carl C. Lenge, Mathematics; Rudolph Magistrini, 6A-4; William F. Mat-tern, 2B-1; Samuel A. Matthews, 4A-4; Frank Miesen, 4A-3; Leo Milner, 2B-2; Albert Moore, 3B-3; Isaac Moscovitz, 2-1 and 1-2; Charles E. Mosier, 3A-3; Wallace Atterbury Nichols, Chemistry and Physics, Stenography and Typewriting, History, J-2 and S-1; Ralph Ashton Nixdorf, English; John O'Donnell, 1-1; Harry W. Otto, 6A-1; Charles W. Pealer, Manual Arts; Chester W. Phillips, 2B-1 and 2A-1; J. Bernal Ross, 4A-2; Elvin R. Shanabrook, 5A-1; Frank Schatzle, 4A-1; Albert Shoucair, 7B; Raymond Shull, Mechanical School, 2-2 and General Science(2); Israel Spector, History; Giordano Stello, 4A-2; Lloyd Stewart, 2A-2; George W. Stoehr, 5B-1; James N. Stritmatter, 3A-1 and 3B-1; Layshon W. Townsend, 6A-3; Edward A. Turner, 3A-2; Joseph T. Varello, 5A-2; Raphael Volpe, 5B-2; Edmund T. Walters, 4B-3; Keeve Weinstein, 3B-3; Paul E. Williams, 6A-2; Gilbert D. Yeager, 1-2 and French; Walter H. Zoller, 2A-2.

## GREATEST IMPROVEMENT IN SCHOLARSHIP

Thomas Baker, 2A-2; David R. Bortel, 2A-1 and 3B-2; Thomas E. Bramble, 3B-1; William Bruse, 6B-1; Gilbert D. Burleigh, 4B-2; John W. Christy, 3A-2; Thomas R. Cox, 2A-1; Clair E. Cree, 3A-3; Arthur De Santo, 4A-3; Juan Luis De Zengotita, 2B-1; Remo Di Donato, 3B-2; Antonio Di Lauro, 2A-2; Leroy R. Eaby, William H. Edmunds, 4A-2; Hugh W. Edwards, 5A-1; Selwyn Edwards, 5A-2; John F. Ehrenzeller, 5B-4; Frank Evans, 5B-3; Foy Fenimore Fay, 5B-2; Theodore Fiala, 4B-3; Michael Franco, 5B-1; John M. Gabel, 6A-3; Samuel Gold, 6B-3; Edwin C. Greenewalt, 2A-1; Joseph Hefferman, 6A-4 and 6B-4; Carl C. Helt, 5A-3; Howard F. Higgins, 3A-1; John G. Hocking, 4B-1; Felix J. Jones, 5B-2; Harry B. Jones, 6A-2; Oscar Warren Jones, 2B-1; Charles Keys, 3B-1; Victor Kirsh, 6A-2; Harold Land, 3A-2; Milton Lauer, 6B-1; George M. H. Leitch, 2B-2; Alfredo Lisi, 5A-4; Clyde A. Lucas, 3B-3; Robert McHose, 6A-1; Joseph McLaughlin, 4B-1; Edward McMullen, 5B-1; Gordon Markley, 2B-2; Edward C. Miller, 6B-4; Eugene R. Miller, 3A-3; John Jacob Miller, 6B-2; Paul Shertzer Miller, 4A-2; William M. Morris, 6B-2; Charles Elbert Mosier, 3B-3; Vincent Paladino, 5A-2; George Partridge, 4A-1; Charles H. Pigott, 3A-1; George Pinebird, 5A-1; Maurice Poppei, 4A-3; John E. Rohrer, 6A-1; Henry L. Schultz, 6B-3; Stanley A. Sellers, 6A-3; Robert J. Simes, 3A-3; Howard S. Smith, 3B-2; Ernest L. Spaulding, 4B-3; George W. Stochr, 4A-1; Edwin M. Weber, Manual Arts; John M. Weber, 4B-2; Albert L. Weinberg, 5B-3; Andrew J. Youngkin, 5A-3.

## HIGHEST STANDING IN CONDUCT

Geo. Anderson, 14; Harold F. Armstrong, B-2; Walter Batt, A-1 (2); Donald A. Bennett, 7-F; John C. Brannen, K; Raymond Lee Burson, D-1; Raymond F. Bye, C-2; Michelino Carosiello, 19; George L. Carson, A-2 and B-1; Frank Chamberlain, I; Harry C. Collom, L; Marshall Crisman, C-1; Edward E. Dent, E-1 and E-2; Arthur DeSanto, 7-G; Frank Harrison Drake, B-1; John L. Dunlap, 15; Leroy R. Eaby, 22 and 7-F; Greydon Eckroth, D-2; Francis Reed Edwards, A-2; Thomas Evans, 19; Walter Fender, 7-H; Judson Fink, C-1; Horace Frederick, 7-K; Claude Gingher, 14; Curtis A. Glise, 18; John S. Graham, G; Robert S. Guy, N and 17; Albert G. Gwinn, 17; Robert J. Hamilton, 7H; Charles H. Harshaw, M and F-2; Donald Aaron Harte, E-1; Harold Hayward, H; James Hazlett, 16; Herbert A. Helmke, 23; Everett Hoffman 7-B; Elwood Carl Husted, 7-C; Thomas C. Kenney, I; Jonathan H. Kistler, 18; John Peter Kluzitt, D-1; Joseph Lambiase, G; John Logan, 7-K; Francis J. Lowe, K; Harry McKeown, F-1; Leon McMenamin, 7-E; Norman E. Merrill, 7-G;

Frank Miesen, 23; Ernest Miller C-2; Paul S. Miller, 20; Tener Stuart Moore, 7-E; Donald Morgan, 22; Isaac Moskowitz, H; William E. Munch, F-2; Emil Nagle, L; Charles W. Probert, 21; Russell D. Riley, 7-A; Edwin Ritz, F-1; Howard S. Roberts, N; George Rostron, M; Winfred Seldon, 15; Albert Shaffer, 16; John C. Sheetz, D-2; Henry Sheldrake, 7-A; Charles S. Smith, E-2; Harvey E. Stoebr, 7-C; John B. Stout, B-2; Glenn M. Weakley, 20; John M. Weber, 7-D and M; William Weitz, 21 and 7-I; Howard N. Woodland, 7-A; Douglass Wright, 7-1; George Yemm, 7-B.

#### GREATEST IMPROVEMENT IN CONDUCT

Frank Balas, 14; Arthur L. Bankes, 19; Martin Bartholomew, 7-H; George Becker, D-2; James Bortel, 22; Frank J. Bouda, K; George Bruse, 7-A; Douglas Buchanan, 7-G; Harry S. Carberry, 22; George D. Congdon, I; Marcus R. Dale, 7-I; Mario D'Alonzo, 14; Lafayette W. Dawson, A-1; Walter W. De Mets, A-1; Stuart F. Dornsife, D-1; Henry B. Drinkhouse, A-2; Lewis Irwin Dunlap, D-1; Robert C. Ellis, C-1; Eugene Farrell, E-1; Russell K. Fegley, C-1; Myer Feldman, 7E; Valentine J. Fox, G; Horace Frederick, 7-K; James Galbraith, L; Charles C. Geddess, B-2; Lewis George, 7-A; Marvin A. S. Greene, 18; Paul Dickson Guernsey, B-1; Albert G. Gwinn, 16; William S. Heavner, N; Earl D. Helt, 21; Nathan Ingber, 23; Donald Ingram, 15; Edward W. Jacobs, F-2; Robert Jacobson, 20; Robert Kelly, 7-I; John Keown, 7-C; William H. Knowles, 7-F; Carl Lambinus, I; Arthur Lefcowitz, E-2; Robert B. Lloyd, 7-H; George Lotwick, N; Thomas H. Lotwick, H; Michael Lucas, 16; Oscar D. L. Mabrey, 19; Donald J. Moffitt, 17; Raymond R. Moore, E-2; Walter W. Morrison, 7-G; Isaac Moscovitz, H; William Edward Munch, F-2; Guy M. Nichols, F-1; Wallace Atterbury Nichols, A-2; Carl Eric Ostrom, 7-D; Kurre W. Ostrom, 7-D; Alvin Pepler, 20; William Ramer, B-1; William E. Ramsey, 15; Albert Ranaudo, C-2; Ambrose H. Richards, 18; Edwin N. Ritz, F-1; Elmer E. Roan, 7-E; Richard E. Ross, M; Ralph Rubin, 17; John C. Spahr, M; William L. Sparks, B-2; Ernest L. Spaulding, 7-K; Lavere Spaulding, L; Paul W. Steiner, G; Giordano Stella, 23; Robert M. Stewart, D-2; Perry N. Storm, K; John H. Stricker, 7-C; Howard Alfred Summers, E-1; Bernard Tinkleman, 7-B; John W. Trend, 7-F; Lester Vandevere, C-2; Samuel White, 21; George Yemm, 7-B.

# CATALOGUE OF PUPILS IN GIRARD COLLEGE

DECEMBER 31, 1922.

NOTE—Where a scholarship average is not given the pupil did not attend for the time covered by this report.

## HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
ADAMS, WILLIAM CLYDE.....	Dec. 20, 1907	Feb. 3, 1916	7.92
Ammon, George Bertram.....	Sept. 6, 1909	Sept. 5, 1918	7.90
Anderson, Robert .....	July 31, 1905	Sept. 17, 1913	
Armstrong, Harold Franklin.....	Sept. 20, 1907	Oct. 25, 1916	8.95
Aumiller, George Washington.....	Dec. 16, 1906	Sept. 2, 1914	8.35
BAILEY, ERNEST RHODES.....	July 28, 1906	Sept. 15, 1915	7.90
Baker, Joseph Henry.....	July 10, 1905	Feb. 2, 1915	7.76
Balas, Rudolph .....	April 21, 1908	Sept. 14, 1915	7.92
Bankes, William Rodman.....	Nov. 11, 1909	Sept. 6, 1917	7.32
Bartholomew, Horace Stewart.....	April 14, 1908	Oct. 25, 1916	7.57
Bartolet Frederick Raymond.....	July 30, 1907	Sept. 15, 1915	7.78
Barton, Daniel Frederick.....	April 11, 1906	Feb. 5, 1914	
Bateman, Russell .....	Oct. 15, 1905	Sept. 14, 1915	8.36
Baxter, Richard Woolsey.....	Nov. 10, 1907	Feb. 6, 1917	7.96
Becker, George .....	July 10, 1906	Sept. 16, 1912	
Beckman, Joseph F. ....	July 14, 1908	Feb. 7, 1917	7.41
Beerman, Walter G. ....	Nov. 14, 1906	Sept. 3, 1914	7.80
Beggs, William James, Jr. ....	Aug. 13, 1908	Feb. 26, 1918	7.58
Behling, Harold G. ....	Oct. 22, 1905	Sept. 10, 1913	7.74
Beisel, Joseph Franklin.....	Feb. 10, 1908	Feb. 10, 1916	7.93
Bell, Richard Malcolm.....	Feb. 15, 1909	Feb. 6, 1918	7.10
Bell, William Murray.....	Oct. 31, 1908	Sept. 20, 1917	7.74
Bevan, Edgar Curtis.....	May 10, 1910	Feb. 5, 1918	7.21
Bevan, Warren George.....	Aug. 16, 1907	Sept. 14, 1915	8.45
Binder, Albert .....	Dec. 27, 1909	Feb. 5, 1919	8.00
Birch, John Foster.....	Feb. 12, 1907	Nov. 14, 1916	7.74
Black, Harry .....	Oct. 26, 1906	Sept. 2, 1914	8.13
Black, Wilfred .....	Nov. 10, 1905	Sept. 14, 1915	7.82
Block, Charles .....	Sept. 15, 1907	Sept. 22, 1915	8.52
Blomer, LeRoy William.....	Nov. 16, 1905	Sept. 17, 1913	7.41
Bordoni, Antonio .....	Feb. 19, 1909	Sept. 6, 1917	8.28
Borocci, Jino .....	Feb. 10, 1909	Feb. 26, 1918	7.10
Boston, Samuel S. ....	March 7, 1907	Nov. 23, 1916	7.79
Bouda, Frank Joseph.....	Aug. 8, 1908	Oct. 24, 1916	7.42
Boyd, Graham Wilson.....	Jan. 15, 1909	Sept. 14, 1915	
Boyd, Philip .....	May 5, 1908	Sept. 20, 1917	8.43

# HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Boyle, Charles Ackley.....	May 24, 1909	Feb. 5, 1919	7.82
Brandman, Samuel .....	Feb. 1, 1909	Nov. 15, 1915	7.81
Brannen, John Calvin.....	Mar. 4, 1909	Sept. 4, 1918	7.18
Brennan, George .....	April 5, 1907	Feb. 14, 1919	7.52
Brennan, Harry .....	May 9, 1909	Feb. 14, 1917	7.42
Bresser, Zell Landis.....	Dec. 25, 1907	Feb. 2, 1916	8.11
Brockson, Harry Landis.....	June 9, 1906	Sept. 2, 1914	8.21
Brooks, Charles Raymond.....	Jan. 14, 1906	Feb. 4, 1914	8.33
Brown, Lawrence Francis.....	Nov. 28, 1909	Nov. 19, 1918	7.30
Bryan, Edward William.....	June 2, 1909	Feb. 20, 1917	7.46
Bryan, Guy William.....	Aug. 20, 1905	Sept. 2, 1914	8.36
Burkle, John Jacob.....	Sept. 7, 1907	Feb. 6, 1917	7.61
Burson, Raymond Lee.....	June 10, 1906	Sept. 2, 1914	7.71
Bye, Raymond Frederick.....	July 30, 1906	Feb. 9, 1915	7.80
f			
CAMPBELL, DAVID N.....	Sept. 26, 1905	Sept. 9, 1913	
Careless, Norman Courtney.....	May 14, 1907	Sept. 14, 1915	7.91
Carr, Frank .....	Sept. 12, 1907	Sept. 5, 1917	8.00
Carson, Albert Joseph.....	Oct. 4, 1907	Sept. 15, 1915	7.10
Carson, George L.....	Aug. 31, 1905	Sept. 10, 1913	7.82
Cartlidge, Frederick Charles P. ....	April 26, 1908	Oct. 24, 1916	7.96
Case, Charles Reuben.....	Jan. 20, 1907	Feb. 3, 1916	7.92
Chamberlain, Frank .....	Jan. 3, 1909	Sept. 6, 1917	7.89
Chamberlain, George Harvey.....	Sept. 18, 1906	Feb. 9, 1915	8.06
Clark, Marcel Alonza.....	July 21, 1908	Oct. 24, 1916	7.96
Cohen, Joseph .....	Sep. 16, 1908	Feb. 5, 1918	7.53
Cole, Richard Lindsay .....	May 2, 1905	Sept. 2, 1914	7.61
Coleman, James Overfield.....	Dec. 1, 1906	Feb. 2, 1915	7.87
Collom, Charles Warren.....	Oct. 12, 1907	Sept. 5, 1917	7.53
Collom, Harry Clement.....	Sept. 13, 1909	Sept. 5, 1918	7.35
Conbeer, George .....	April 24, 1907	Sept. 15, 1915	8.75
Congdon, George A.....	April 23, 1909	Feb. 6, 1917	7.66
Connolly, Joseph Wesley.....	Mar. 9, 1908	Oct. 24, 1916	7.06
Coombs, Wilfred .....	Nov. 2, 1909	Sept. 4, 1918	7.65
Cooper, Roy M.....	May 5, 1905	Sept. 2, 1914	8.11
Costello, James .....	April 14, 1905	Sept. 9, 1913	
Coston, Samuel Smith.....	Nov. 4, 1906	Sept. 5, 1914	7.62
Coyle, John William.....	Jan. 10, 1906	Sept. 17, 1913	
Craig, George .....	Feb. 1, 1908	Feb. 2, 1916	7.77
Craig, Samuel Wilson.....	July 5, 1905	Sept. 9, 1913	8.26
Cranston, Harry Curtis.....	July 27, 1906	Feb. 13, 1914	7.86
Craven, Bertram Alonzo.....	Jan. 10, 1909	Nov. 14, 1916	7.64
Crawford, Robert Payson.....	Dec. 8, 1909	Sept. 20, 1917	7.75
Cregar, William Francis.....	July 8, 1909	Sept. 5, 1918	7.82
Cresmer, Albert Keithley.....	Jan. 21, 1907	Feb. 21, 1915	7.65
Crisman, Arthur R.....	June 19, 1906	Sept. 3, 1914	7.75
Crouthamel, Andrew M. ....	July 10, 1908	Nov. 22, 1917	7.45
Crowe, George Holmes.....	Mar. 23, 1906	Sept. 2, 1914	8.41
Cusma, John.....	Jan. 6, 1908	Oct. 25, 1916	8.21
DAILINGER, GEORGE .....	June 6, 1908	Sept. 5, 1917	7.46
Dale, Paul Lester.....	Aug. 9, 1907	Oct. 25, 1916	8.21
D'Allessandro, Felice .....	Sept. 22, 1906	Sept. 2, 1914	8.25

# HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Dampman, Walter Allen.....	Mar. 29, 1910	Sept. 4, 1918	8.25
Darnell, Howell Varian.....	Nov. 8, 1907	Sept. 14, 1915	7.50
Daveler, Benjamin Stibitz.....	April 15, 1908	Oct. 25, 1916	8.31
Davenport, Charles Arthur.....	July 22, 1910	Sept. 4, 1918	7.90
Davies, David Price.....	June 20, 1903	Sept. 7, 1917	7.21
Davies, William Richard.....	Sept. 2, 1903	Oct. 24, 1916	7.90
Davis, Frank Thomas.....	Dec. 26, 1908	Sept. 20, 1917	7.45
Davis, Kenneth W. ....	June 20, 1909	Feb. 6, 1918	7.71
Deckman, James W. ....	June 22, 1906	Feb. 2, 1915	8.10
Deger, Daniel Robert.....	Mar. 28, 1908	Oct. 24, 1916	7.57
De Horsey, Albert .....	June 26, 1906	Feb. 4, 1914	7.79
Delladio, Bert .....	Nov. 2, 1909	Sept. 5, 1917	7.95
Denlinger, Earl Bertz.....	Aug. 8, 1906	Sept. 14, 1915	7.89
Dennis, John Clifton.....	Jan. 3, 1909	Feb. 6, 1917	8.21
Dent, Edward Enoch.....	April 13, 1906	Nov. 15, 1915	7.48
Desiderio, Domenico .....	June 11, 1908	Oct. 24, 1916	7.32
DeVore, Robert Barrett.....	Sept. 3, 1906	Feb. 20, 1914	8.52
Diehl, Arthur Cleveland.....	April 30, 1907	Feb. 4, 1916	7.38
Dietz, Maurice Cerad.....	Feb. 6, 1903	Feb. 2, 1916	8.53
DiFoggia, Donato .....	April 19, 1906	Sept. 15, 1915	7.60
DiFoggia, Joseph .....	Sept. 29, 1907	Sept. 15, 1915	7.87
Direnzo, Antonio .....	Feb. 2, 1908	Sept. 5, 1917	7.96
Dodson, Stanley LaRue.....	May 10, 1905	Feb. 5, 1914	
Doerffel, George Alfred.....	Aug. 4, 1909	Sept. 20, 1917	7.45
Dommel, Lloyd Henry.....	Oct. 16, 1905	Nov. 4, 1914	
Doran, George Dennis.....	Oct. 21, 1907	Oct. 24, 1916	7.82
Dornise, Stuart Fenner.....	Oct. 30, 1906	Feb. 3, 1916	8.02
Douglass, Thomas H. ....	Mar. 15, 1905	Mar. 13, 1913	7.71
Douglass, William Linton.....	Aug. 23, 1905	Feb. 4, 1914	7.71
Dracger, Otto Ludwig.....	June 7, 1908	Oct. 25, 1916	8.49
Drake, Frank Harrison.....	Nov. 14, 1905	Sept. 3, 1914	9.03
Drake, Harold .....	Jan. 29, 1906	Oct. 21, 1913	8.75
Drinkhouse, Henry Bingham.....	June 8, 1905	Sept. 17, 1913	8.25
Dubree, Roland Edward.....	Feb. 18, 1906	Feb. 13, 1914	8.11
Dudley, Thomas James.....	June 24, 1909	Sept. 5, 1917	7.86
Dunkle, George H. ....	Dec. 11, 1906	Sept. 3, 1914	9.16
Dunkleberger, Edwin Lloyd.....	May 7, 1909	Nov. 22, 1917	7.60
Dunkelberger, Norman Emanuel.....	Apr. 3, 1905	Sept. 3, 1914	7.85
Dunlap, Lewis Irwin.....	Dec. 30, 1906	Nov. 14, 1916	7.84
EARL, LAWSON S. ....	Feb. 8, 1908	Sept. 6, 1917	8.30
Echgelmeier, Frank E. ....	Sept. 10, 1909	Sept. 4, 1918	7.64
Eckroth, Greydon Bower.....	Mar. 12, 1906	Feb. 3, 1916	8.56
Eckstein, William John.....	Dec. 4, 1903	Feb. 6, 1917	7.74
Edden, Stanley Kerwin.....	May 21, 1905	Nov. 4, 1914	7.35
Eddy, George Lewis.....	Sept. 27, 1909	Feb. 5, 1918	7.40
Ehrenzeller, Ferdinand Robert.....	Nov. 13, 1909	Feb. 4, 1919	7.65
Eiceman, Cyrus .....	June 29, 1906	Feb. 4, 1914	
Emery, James Gibbs.....	Jan. 5, 1907	Sept. 15, 1915	7.81
Endress, Eugene .....	April 20, 1906	Feb. 2, 1915	8.00
Engelke, Franklin .....	Dec. 8, 1906	Sept. 14, 1915	7.50
Epp, Jesse Lee.....	Jan. 18, 1906	Sept. 2, 1914	
Equi, Alfred William.....	Apr. 4, 1909	Nov. 22, 1917	7.03

# HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Ernst, Ferdinand C.....	Feb. 1, 1906	Sept. 14, 1915	7.66
Ernst, Thomas Frederick.....	Sept. 15, 1907	Sept. 14, 1915	7.40
Evans, William Harold.....	Nov. 8, 1907	Sept. 22, 1915	7.15
FAIRCHILD, CLAUDE LEROY.....	Oct. 1, 1906	Feb. 13, 1914	8.10
Farrcl, Franklin Benjamin.....	Aug. 18, 1908	Feb. 7, 1917	7.25
Faust, William Boyer.....	June 28, 1906	Feb. 2, 1915	7.22
Fehnel, Raymond Aquillas.....	Dec. 2, 1907	Oct. 25, 1916	7.53
Fenton, Arthur.....	Sept. 20, 1907	Sept. 22, 1915	8.60
Fenton, George Henry.....	Sept. 5, 1907	Sept. 14, 1915	7.48
Fertig, Raymond.....	Oct. 15, 1906	Feb. 2, 1915	7.17
Fetter, Gordon Best.....	July 25, 1908	Oct. 25, 1916	7.64
Fetter, William Francis Arthur.....	May 13, 1906	Feb. 5, 1914	7.75
Fick, Henry Hawk.....	June 22, 1907	Feb. 9, 1915	7.75
Fine, Charles.....	Apr. 27, 1908	Feb. 3, 1916	7.53
Fink, Malcolm Leroy.....	June 10, 1908	Oct. 25, 1916	7.84
Fisher, George Louis.....	Oct. 13, 1909	Nov. 22, 1917	8.03
Fisher, Morris David.....	Jan. 28, 1908	Sept. 20, 1917	7.77
Flynn, John Matthew.....	May 29, 1907	Feb. 2, 1916	8.31
Foster, Harold Angus.....	Aug. 5, 1905	Sept. 9, 1913	7.66
Fowler, Joshua Lewis.....	Jan. 14, 1909	Feb. 6, 1917	7.74
Fox, John Donald.....	Apr. 28, 1905	Sept. 9, 1913	8.21
Fox, Robert Moulter.....	Mar. 3, 1909	Feb. 7, 1917	7.21
Fox, Valentine J.....	Oct. 15, 1907	Sept. 6, 1917	7.48
Frazier, Clayton Bateman.....	Mar. 5, 1908	Oct. 24, 1916	8.35
Freda, Joseph Ernest.....	July 11, 1907	Oct. 25, 1916	7.63
Frees, James Michael.....	Jan. 19, 1909	Sept. 4, 1918	7.46
Friedrich, Andrew.....	Dec. 29, 1909	Feb. 26, 1919	7.85
Fritz, Arthur J.....	Dec. 23, 1906	Sept. 22, 1915	7.91
Frommer, Francis.....	Nov. 11, 1904	Feb. 4, 1913	8.42
Frost, Abraham Siehie.....	Aug. 6, 1909	Sept. 14, 1915	7.11
Fulton, David Thompson.....	Dec. 13, 1905	Nov. 15, 1915	8.71
Funk, Thomas Oscar.....	July 7, 1908	Oct. 25, 1916	7.75
GALBRAITH, JAMES BRIDLECOMB.....	Sept. 14, 1909	Nov. 22, 1917	7.41
Gallbraith, Robert George.....	Sept. 14, 1909	Nov. 22, 1917	7.41
Gallagher, James.....	Jan. 11, 1906	Feb. 2, 1915	8.01
Gally, Edward Paul.....	Aug. 10, 1908	Nov. 14, 1916	7.11
Gally, John William.....	Feb. 28, 1906	Sept. 2, 1914	8.41
Gamble, Thomas Harris.....	Nov. 4, 1907	Sept. 15, 1915	7.61
Gans, Alexander Adolph.....	Dec. 19, 1908	Nov. 14, 1916	7.51
Geddes, Charles Clifford.....	Sept. 5, 1905	Sept. 10, 1913	7.8
Gebhringer, Ernest Franklin.....	Sept. 29, 1906	Feb. 13, 1914	7.6
Geist, John Willard.....	June 21, 1909	Feb. 6, 1918	7.5
George, Edward.....	Dec. 28, 1906	Oct. 24, 1916	7.9
George, Edward Leonard.....	July 21, 1909	Sept. 4, 1918	7.8
Geuther, Charles W.....	Oct. 28, 1905	Sept. 9, 1913	7.6
Giandomenico, Gerardo Arcenzo.....	Aug. 27, 1907	Oct. 25, 1916	7.3
Gibson, Irwin.....	Apr. 3, 1909	Feb. 6, 1917	7.5
Gilboy, Joseph Patrick.....	Apr. 19, 1907	Oct. 24, 1916	7.3
Gillespie, Gordon S.....	Nov. 7, 1906	Sept. 3, 1914	7.6
Gilliland, William F.....	Apr. 8, 1908	Nov. 14, 1916	7.6
Ginkinger, Harry Hyatt.....	Oct. 23, 1908	Feb. 26, 1918	6.9
Gleson, John Stewart.....	Mar. 10, 1908	Sept. 20, 1917	8.1

# HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Gold, William .....	July 22, 1906	Sept. 2, 1914	7.77
Golnitz, Andrew .....	Mar. 12, 1907	Sept. 14, 1915	7.42
Golnitz, Gaiser Robert.....	Feb. 2, 1908	Oct. 24, 1916	7.17
Gormley, George Scott.....	Oct. 24, 1908	Feb. 5, 1918	7.13
Gould, Joseph .....	Sept. 26, 1907	Feb. 6, 1917	7.71
Graden, Russell .....	Mar. 23, 1907	Oct. 25, 1916	7.65
Graham, Walter Andrew.....	Dec. 23, 1907	Oct. 25, 1916	7.71
Grant, Robert Warren.....	Oct. 20, 1909	Nov. 19, 1918	7.67
Grauer, Charles Harry.....	Nov. 25, 1907	Feb. 2, 1916	7.30
Gray, William Howard.....	Apr. 13, 1907	Feb. 2, 1916	7.89
Grecia, John .....	Feb. 2, 1908	Jan. 31, 1918	7.43
Green, Daniel Joseph.....	Nov. 28, 1908	Feb. 5, 1918	7.67
Green, George Conard.....	Feb. 1, 1908	Feb. 3, 1916	7.89
Greenbald, Elwood James.....	Nov. 6, 1906	Mar. 9, 1916	7.45
Greenwood, George .....	Nov. 19, 1905	Sept. 2, 1914	8.13
Grieb, Stewart Leroy.....	Apr. 7, 1908	Feb. 6, 1917	
Griffin, Earl Frank.....	Feb. 28, 1906	Sept. 17, 1913	7.83
Griffin, Leonard .....	Mar. 16, 1906	Feb. 13, 1914	7.60
Gross, Alfred A.....	Mar. 16, 1905	Sept. 3, 1914	8.08
Gross, Frank A.....	May 23, 1908	Sept. 15, 1915	8.55
Gross, Howard Charles.....	Dec. 15, 1906	Sept. 2, 1914	7.61
Grosser, John Churchill.....	July 6, 1905	Feb. 5, 1913	8.59
Guernsey, Paul Dickson.....	Aug. 27, 1905	Feb. 2, 1915	8.16
Gulliford, William Edwin.....	Nov. 4, 1906	Sept. 14, 1915	8.46
Gustafson, Gustave Adolph.....	Apr. 12, 1905	Sept. 2, 1914	7.71
Gustafson, Julius Edward.....	Apr. 12, 1905	Sept. 2, 1914	7.73
HAAS, FRANK ELLIS.....	Nov. 30, 1905	Feb. 13, 1914	7.87
Haas, Walter Thomas .....	Jan. 25, 1909	Feb. 6, 1917	7.25
Hagenbuch, Evan George.....	Feb. 22, 1908	Nov. 14, 1916	7.44
Haggerty, Leroy .....	Sept. 6, 1906	Sept. 3, 1914	7.30
Haines, Marvin Clare.....	Mar. 6, 1908	Sept. 20, 1917	7.96
Haines, William Edward.....	Feb. 20, 1908	Sept. 5, 1917	7.44
Hallowell, Jacob Strahley.....	July 3, 1906	Sept. 2, 1914	8.10
Hannum, Joseph McAusten.....	Jan. 25, 1908	Feb. 6, 1917	7.72
Hannum, William .....	June 21, 1907	Sept. 15, 1915	7.95
Haricgal, John Michael.....	Apr. 11, 1907	Sept. 15, 1915	7.20
Harker, Albert Edward Briggs.....	Apr. 11, 1910	Feb. 5, 1918	7.95
Harnish Abram S.....	June 3, 1906	Feb. 2, 1915	7.88
Harnish, Edwin K.....	June 3, 1906	Sept. 2, 1914	7.65
Harris, William W.....	Aug. 11, 1907	Feb. 20, 1917	8.30
Harrison, Edward Wesley.....	Mar. 31, 1907	Feb. 2, 1916	7.15
Harshaw, Charles Henry.....	Feb. 8, 1908	Nov. 13, 1917	7.65
Hart, Donald Aaron.....	Jan. 12, 1906	Sept. 3, 1914	7.61
Hartman, Otto Gottlieb.....	July 10, 1908	Feb. 6, 1918	7.82
Hartman, William Henry.....	Sept. 17, 1910	Sept. 15, 1920	7.97
Harvey, John Lawrence.....	Feb. 6, 1907	Oct. 25, 1916	7.53
Hauck, Elmer August.....	Oct. 5, 1905	Sept. 10, 1913	
Hawkins, Paul Russell.....	May 18, 1908	Oct. 25, 1916	8.16
Hawkins, Robert Paul.....	Feb. 22, 1908	Feb. 5, 1918	7.53
Hayward, Harold William.....	Mar. 25, 1908	Sept. 5, 1917	8.07
Hazlett, Robert .....	Dec. 6, 1908	Nov. 19, 1918	7.50
Healis, George Albert.....	June 3, 1906	Sept. 2, 1914	7.65
Heavner, William Solomon.....	Dec. 19, 1909	Sept. 20, 1917	7.90



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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Heisey, George Mevin.....	Jan. 30, 1908	Feb. 3, 1916	8.46
Hellings, Matthias Alfred.....	Apr. 27, 1908	Sept. 20, 1917	7.46
Henricks, Daniel Paul.....	Nov. 14, 1905	Sept. 10, 1913	7.70
Hetherington, George F.....	Oct. 16, 1906	Sept. 8, 1914	7.86
High, Benneville A.....	Dec. 26, 1905	Sept. 17, 1913	7.11
Hilend, George Washington.....	Feb. 22, 1905	Feb. 9, 1915	
Hitner, Henry William.....	June 17, 1910	Sept. 4, 1918	7.38
Hbck, Donald Russell.....	Nov. 4, 1908	Nov. 14, 1916	7.46
Hodgson, John Van Horn.....	Oct. 21, 1907	Sept. 15, 1915	7.47
Hoffman, Ferdinand William.....	Feb. 24, 1908	Oct. 24, 1916	7.76
Holt, Edwin Paul.....	Oct. 8, 1906	Feb. 2, 1916	8.17
Horowitz, Benjamin.....	Feb. 7, 1906	Nov. 25, 1913	8.66
Hoskins, Robert Franklin.....	May 8, 1909	Feb. 6, 1917	7.46
Hudson, Clifford David.....	April 12, 1906	Sept. 2, 1914	8.31
Hughes, Charles Victor.....	July 11, 1907	Sept. 14, 1915	7.50
Hughes, Wilbert Joseph.....	Sept. 29, 1906	Sept. 15, 1915	8.27
Hunsperger, William.....	Dec. 22, 1907	Feb. 2, 1916	7.60
Hutchinson, Joseph Monier.....	Dec. 4, 1906	Sept. 15, 1915	7.91
ICKES, FRANKLIN DONALD.....	Feb. 16, 1910	Feb. 4, 1919	7.80
Ingram, Joseph Albert.....	May 11, 1908	Oct. 25, 1916	7.32
Irwin, Gordon.....	May 27, 1908	Oct. 25, 1916	7.17
JACKSON, GEORGE FREDERICK.....	April 24, 1908	Feb. 3, 1916	7.63
Jacobs, Edward William.....	July 26, 1908	Feb. 15, 1917	8.62
Jacobs, Morrell.....	Oct. 23, 1905	Sept. 9, 1913	
Jacovino, Ralph.....	July 13, 1906	Feb. 20, 1914	7.50
James, Louis Levin.....	May 14, 1908	Nov. 14, 1916	7.10
Janney, Melvin Charles.....	Feb. 21, 1906	Sept. 17, 1913	7.42
Janos, Aluis.....	Dec. 24, 1908	Feb. 6, 1917	7.31
Jefferson, Ira, Jr.....	Sept. 9, 1909	Sept. 5, 1918	7.67
Johnson, Clinton John.....	April 6, 1907	Feb. 9, 1915	7.76
Jones, Arthur Roberts.....	May 11, 1908	Oct. 25, 1916	7.25
Jones, Frederick.....	Jan. 12, 1909	Sept. 6, 1917	7.32
Jones, Harry B.....	Feb. 20, 1909	Feb. 7, 1917	7.70
Jones, Howard.....	June 25, 1909	Sept. 4, 1918	7.55
Jones, Theodore.....	Feb. 22, 1906	Sept. 15, 1915	7.83
KACHELE, LOUIS GEORGE R.....	May 7, 1906	Feb. 4, 1914	7.60
Kane, Alfred Maynard.....	May 16, 1906	Feb. 2, 1915	7.57
Katen, George Kenneth.....	Mar. 17, 1909	Feb. 7, 1917	7.21
Keck, Lawrence Pursel.....	Mar. 9, 1906	Sept. 17, 1913	8.16
Keil, Milton Wallace.....	May 19, 1906	Sept. 2, 1914	7.60
Keller, William Stewart.....	Mar. 28, 1908	Mar. 9, 1916	7.82
Kelly, Clyde Croft.....	Oct. 18, 1907	Sept. 15, 1915	7.82
Kelly, Joseph.....	July 3, 1905	Feb. 4, 1913	8.35
Kennedy, James.....	Nov. 17, 1908	Sept. 5, 1918	7.64
Kennedy, John.....	Aug. 12, 1906	Feb. 2, 1915	7.90
Kenney, Thomas Clisdell.....	Sept. 20, 1908	Sept. 20, 1917	7.96
Kerler, John Julius William.....	Feb. 14, 1907	Sept. 22, 1915	7.72
Keys, Stephen.....	Nov. 23, 1908	Nov. 4, 1918	7.57
Kieffer, Arthur F.....	Jan. 9, 1908	Feb. 7, 1918	7.74
Kiester, Robert Edward Schell.....	Jan. 22, 1907	Nov. 2, 1914	7.92
Kirk, Albert Newton.....	April 9, 1909	Feb. 26, 1919	7.21

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Kirkpatrick, George Henry.....	July 30, 1905	Feb. 2, 1915	8.25
Kirkpatrick, Walter Edwin.....	Feb. 8, 1908	Feb. 2, 1916	8.06
Kisselbach, Frank Getz.....	May 25, 1909	Feb. 26, 1919	7.28
Klein, Frederick.....	Nov. 18, 1909	Sept. 20, 1917	7.78
Klein, Samuel.....	July 7, 1906	Feb. 4, 1913	7.99
Klump, Carl Milton.....	Sept. 20, 1909	Feb. 5, 1918	7.75
Klump, John Wilbur.....	Mar. 7, 1908	Feb. 5, 1918	7.28
Kluzitt, John Peter.....	May 14, 1906	Feb. 2, 1915	8.72
Knighton, Leonard Trenary.....	May 19, 1905	Feb. 5, 1913	7.83
Knorr, Albert Elkin.....	April 1, 1905	Feb. 4, 1914	7.41
Koehl, Karl George.....	Dec. 18, 1906	Sept. 5, 1914	7.45
Konarski, John.....	May 6, 1908	Feb. 6, 1917	7.00
Kramer, Paul Frederick.....	Feb. 28, 1907	Nov. 4, 1914	7.57
Krause, Louis.....	Sept. 29, 1909	Oct. 24, 1916	7.80
Kurzenberger, Edward Carl.....	Feb. 16, 1908	Sept. 5, 1917	8.07
Kurzenberger, Paul Ernest.....	Feb. 16, 1908	Sept. 5, 1917	8.17
LACEY, PAUL JOSEPH.....	Oct. 27, 1906	Oct. 24, 1916	8.23
Laird, David Hudson.....	Apr. 11, 1909	Sept. 4, 1918	7.47
Lambiase, Carlo Luigi.....	Dec. 24, 1906	Feb. 2, 1916	7.94
Lambiase, Joseph Domenic.....	April 5, 1903	Feb. 2, 1916	8.06
Lambinus, Carl Gottlieb.....	Dec. 2, 1903	Feb. 26, 1918	7.99
Lane, Wells F.....	Oct. 2, 1905	Sept. 3, 1914	7.80
Lazarus, Earl.....	Sept. 27, 1905	Feb. 13, 1914	8.45
Leaman, Carl.....	Mar. 22, 1909	Nov. 22, 1917	7.81
Lechleitner, John.....	Jan. 21, 1906	Sept. 3, 1914	8.62
Lees, Harold.....	Nov. 23, 1907	Oct. 25, 1916	7.32
Lefcowitz, Arthur Lewis.....	Feb. 27, 1907	Sept. 3, 1914	7.95
Lefcowitz, Sylvan.....	June 7, 1905	Feb. 5, 1914	8.09
Levy, Louis.....	May 3, 1908	Feb. 6, 1918	7.13
Levy, Martin.....	May 12, 1907	Feb. 6, 1917	7.93
Lewis, Forest Ray.....	Mar. 15, 1906	Sept. 15, 1915	7.64
Lewis, John Engle.....	Oct. 29, 1906	Sept. 3, 1914	7.31
Lewis, Thomas W.....	Aug. 3, 1907	Sept. 22, 1915	7.35
Lingsch, Theodore William.....	Mar. 24, 1907	Oct. 24, 1916	8.38
Linker, Robert Henry.....	July 11, 1906	Feb. 5, 1914	7.91
Linton, James.....	Dec. 13, 1907	Sept. 14, 1915	7.79
Little, Arthur William.....	April 10, 1906	Nov. 15, 1915	7.50
Logan, Francis Joseph.....	Jan. 7, 1908	Nov. 14, 1916	7.72
London, Cleone Carl.....	Sept. 18, 1906	Feb. 13, 1914	8.87
London, Floyd Vergil.....	Aug. 27, 1908	Oct. 26, 1916	7.71
Longo, Dominic.....	Sept. 24, 1907	Nov. 15, 1915	7.67
Longo, James.....	Dec. 30, 1908	Feb. 6, 1917	7.39
Lotwick, Edward George.....	Jan. 27, 1906	Sept. 15, 1915	8.28
Lotwick, Thomas Holman.....	April 22, 1908	Oct. 25, 1916	7.71
Lowe, Francis Joseph.....	Mar. 19, 1910	Nov. 22, 1917	8.43
Lowe, Max Albert.....	Apr. 13, 1908	Oct. 24, 1916	7.78
Lowe, Roy Edges.....	Sept. 27, 1906	Sept. 3, 1914	7.71
Luder, Arnold Andrew.....	Sept. 25, 1908	Oct. 24, 1916	8.71
Lynch, Thomas.....	Oct. 30, 1909	Sept. 6, 1917	8.05
McBRENTY, CHARLES.....	Nov. 29, 1906	Sept. 22, 1915	7.89
McBrier, Rollin.....	Aug. 20, 1908	Feb. 7, 1917	7.27
McCabe, Joseph R.....	Dec. 27, 1907	Feb. 7, 1917	7.43

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
McClain, Russell .....	May 10, 1906	Feb. 4, 1914	
McClelland, Edgar Hugh.....	Aug. 21, 1910	Sept. 4, 1918	8.40
McCloskey, Joseph Edwin.....	Jan. 27, 1906	Feb. 2, 1915	7.87
McClure, Raymond .....	Feb. 25, 1910	Feb. 5, 1918	7.57
McCreedy, Rodgers James.....	July 11, 1908	Feb. 6, 1917	7.63
McCue, Thomas .....	Apr. 28, 1909	Feb. 6, 1917	7.55
McDaniels, Rowland A.....	Dec. 10, 1907	Sept. 20, 1917	7.63
McElroy, John James.....	Nov. 14, 1906	Feb. 2, 1916	7.37
McGettigan, Walter Joseph.....	April 10, 1907	Nov. 4, 1914	7.32
McGowan, William Ernest.....	Dec. 7, 1907	Oct. 25, 1916	8.00
McGrath, Charles Edward.....	Mar. 24, 1907	Sept. 15, 1915	7.55
McKelvy, John Fulton.....	Nov. 17, 1905	Sept. 10, 1913	
McKeown, Harry .....	Feb. 9, 1907	Sept. 14, 1915	7.95
McLaughlin, Francis Joseph.....	Jan. 8, 1908	Sept. 5, 1917	7.32
McMenamin, Joseph .....	Feb. 12, 1908	Feb. 6, 1917	8.22
Mabrey, George Roosevelt.....	Oct. 14, 1906	Oct. 12, 1916	8.18
Mabrey, Harry .....	Feb. 7, 1909	Feb. 6, 1917	7.68
MacFarland, David .....	June 19, 1906	Sept. 2, 1914	8.20
MacWilliams, John Fassett.....	Feb. 11, 1906	Jan. 5, 1914	7.75
Madden, John .....	Oct. 9, 1905	Sept. 10, 1913	
Mahaffey, Charles Homer.....	Nov. 19, 1906	Feb. 2, 1915	7.56
Maillardet, Walter .....	Dec. 22, 1906	Sept. 5, 1914	8.43
Maisch, John Frederick .....	Sept. 23, 1909	Sept. 20, 1917	7.89
Malony, George Howard.....	Nov. 25, 1906	Sept. 2, 1914	8.52
Malony, James Lovette.....	Nov. 12, 1906	Sept. 2, 1914	8.36
Malony, Ralph Leonard.....	Sept. 8, 1908	Oct. 25, 1916	7.84
Malsbury, H. Russell.....	Nov. 17, 1907	Feb. 3, 1916	7.78
Mannings, Henry Eadson.....	Oct. 22, 1907	Sept. 22, 1915	7.20
Maron, Hyman .....	June 20, 1909	Sept. 6, 1917	8.12
Marris, George Clark.....	Nov. 6, 1907	Sept. 14, 1915	7.97
Martin, Albert John.....	Feb. 22, 1907	Sept. 15, 1915	7.58
Martin, Judson Cole.....	Oct. 31, 1908	Oct. 25, 1916	7.50
Mather, Edward Herbert.....	Apr. 11, 1910	Feb. 5, 1918	7.56
Matlack, Edward Albert.....	Jan. 6, 1908	Feb. 6, 1917	7.70
Maurer, Ralph Emerson.....	Jan. 23, 1909	Nov. 19, 1918	7.32
Maves, George William.....	Oct. 26, 1907	Sept. 14, 1915	7.85
Mayall, Walter James.....	June 27, 1906	Sept. 2, 1914	8.54
Megary, William Harris.....	Feb. 29, 1908	Nov. 14, 1916	7.44
Meikrantz, George Franklin.....	Dec. 10, 1906	Sept. 15, 1915	7.80
Meiskey, Jay Harold.....	Aug. 5, 1906	Feb. 13, 1914	7.45
Mengel, Edward Charles.....	Jan. 6, 1909	Feb. 6, 1917	7.50
Mennig, George H.....	Nov. 11, 1906	Sept. 15, 1915	7.94
Mennig, Wendell Genter.....	Aug. 25, 1908	Sept. 20, 1917	7.74
Mertsch, Samuel Emil.....	Sept. 18, 1905	Sept. 2, 1914	
Michael, George Franklin.....	Dec. 1, 1907	Sept. 22, 1915	7.28
Mickaluskie, Vincent .....	Aug. 24, 1908	Feb. 7, 1917	8.00
Miller, Harry Edwin.....	June 19, 1905	Feb. 13, 1914	
Miller, Paul DuBois.....	Nov. 10, 1906	Feb. 2, 1916	7.50
Miller, Raymond William.....	July 7, 1907	Oct. 25, 1916	7.82
Minnigh, Harvey Albert.....	Jan. 8, 1907	Sept. 14, 1915	7.30
Moffett, Robert Junior.....	Apr. 13, 1909	Nov. 22, 1917	7.64
Moleski, Vincent .....	July 19, 1907	Sept. 15, 1915	7.95
Monahan, Nicholas James.....	Nov. 10, 1906	Oct. 25, 1916	7.50
Montgomery, David Hamilton.....	May 27, 1906	Feb. 4, 1914	7.86

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Montgomery, James .....	July 30, 1908	Sept. 5, 1917	7.70
Mood, George Henry .....	Aug. 29, 1908	Feb. 5, 1918	8.07
Moore, Arthur Alexis .....	Nov. 9, 1907	Oct. 25, 1916	7.93
Moore, Francis Kennard .....	Aug. 18, 1906	Sept. 15, 1915	7.64
Moore, Harry Edmund .....	Nov. 9, 1905	Sept. 9, 1913	
Morris, Wilbur Scatchard .....	May 31, 1907	Feb. 2, 1915	7.48
Morrison, Edward Aves .....	Sept. 9, 1908	Sept. 15, 1915	7.67
Morrison, Robert William .....	April 20, 1907	Sept. 3, 1916	8.50
Morton, Fred. Edward .....	Oct. 14, 1907	Sept. 15, 1915	7.55
Moscovitz, Isaac .....	June 3, 1908	Feb. 26, 1918	8.90
Mullaly, Thomas .....	Oct. 22, 1907	Sept. 14, 1915	7.16
Muller, Ernest Carl .....	Nov. 8, 1905	Sept. 17, 1913	7.95
Muller, George Washington .....	Aug. 26, 1907	Sept. 14, 1915	7.90
Mundy, Elmer .....	Dec. 13, 1908	Sept. 4, 1918	7.40
Munzenmeyer, Eric Hans .....	June 21, 1905	Feb. 4, 1913	8.05
Murray, James Joseph .....	Nov. 10, 1909	Sept. 5, 1917	7.93
Murray, Lawrence .....	May 26, 1907	Mar. 4, 1915	7.89
NAGLE, EMIL .....	May 8, 1909	Feb. 5, 1918	7.50
Neil, William Francis .....	Jan. 12, 1906	Sept. 22, 1915	7.94
Nichols, Guy M. ....	Oct. 18, 1906	Feb. 2, 1915	7.85
Nichols, Wallace Atterbury .....	Sept. 27, 1905	Sept. 9, 1913	9.38
Nixdorf, George Earl .....	Mar. 8, 1909	Feb. 7, 1917	7.93
Nixdorf, Ralph Ashton .....	May 25, 1906	Feb. 5, 1914	9.09
Noepfel, Henry .....	Nov. 11, 1906	Feb. 4, 1913	7.78
Noll, Warren Lester .....	Mar. 4, 1905	Feb. 5, 1914	7.57
Nonemaker, George .....	June 24, 1905	Feb. 9, 1915	7.86
North, Walter W. ....	July 3, 1905	Sept. 9, 1913	8.07
Novotny, Andrew .....	Oct. 24, 1909	Feb. 6, 1918	7.89
O'DONNELL, JOHN .....	Jan. 30, 1909	Feb. 6, 1917	7.82
O'Donnell, William .....	Jan. 5, 1906	Sept. 9, 1913	7.95
Olmstead, Louis C. ....	Jan. 5, 1910	Jan. 2, 1920	7.60
Otto, Harry William .....	Jan. 16, 1909	Sept. 5, 1918	7.75
PANCOST, ROBERT EARL .....	Apr. 29, 1907	Feb. 2, 1915	7.43
Pastore, Alphonso .....	Mar. 10, 1909	Feb. 6, 1918	7.96
Patsch, Frank John .....	Dec. 26, 1907	Sept. 5, 1917	7.46
Patterson, James Lehman .....	Mar. 9, 1908	Feb. 2, 1916	7.39
Paul, Charles Alvin .....	May 9, 1906	Feb. 4, 1914	7.55
Payne, Francis Ray .....	Sept. 9, 1907	Sept. 15, 1915	7.52
Pealer, Russell Robert .....	Feb. 14, 1907	Sept. 15, 1915	8.11
Pearce, Albert C. V. ....	Sept. 11, 1907	Nov. 26, 1915	7.41
Pedley, George Gill .....	April 7, 1906	Feb. 4, 1914	8.25
Peppler, Otto Lewis .....	Sept. 25, 1907	Feb. 7, 1917	7.93
Perotti, Alfonso .....	Jan. 1, 1907	Feb. 2, 1916	8.25
Phipps, Edward Ferrier .....	Feb. 14, 1907	Sept. 5, 1914	7.45
Phipps, John L. ....	Feb. 14, 1907	Sept. 5, 1914	7.68
Pifer, Clair Benjamin .....	Dec. 21, 1906	Sept. 2, 1914	7.25
Plantieri, Joseph .....	Oct. 18, 1906	Sept. 2, 1914	7.72
Potter, Roy S. ....	May 25, 1906	Sept. 3, 1914	
Prader, Thomas Francis .....	April 20, 1907	Sept. 22, 1915	6.71
Pressler, Eugene C. ....	Jan. 29, 1905	Sept. 9, 1913	8.24
Preston, Malcolm Greenhough .....	Dec. 29, 1905	Sept. 9, 1913	8.55

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Price, Charles, William.....	Mar. 13, 1907	Feb. 10, 1916	7.27
Price, Merrill Alvin.....	Aug. 8, 1906	Sept. 8, 1914	7.55
Price, William.....	Nov. 18, 1907	Feb. 2, 1916	6.93
Prizer, Edwin Forrest.....	June. 19, 1906	Feb. 4, 1914	7.59
Prosser, David John.....	Aug. 23, 1908	Mar. 19, 1918	7.30
Pyle, Walter Russell.....	Sept. 12, 1905	Sept. 9, 1913	7.43
Pyott, James T. ....	May 6, 1907	Sept. 15, 1915	
Pyott, John D. ....	May 6, 1907	Sept. 15, 1915	7.14
Pywell, Edward .....	Dec. 14, 1906	Sept. 2, 1914	7.79
QUIRK, GEORGE JAMES .....	Jan. 22, 1908	Nov. 14, 1916	7.64
RAMSEY, MATTHEW STEVENSON .....	Nov. 26, 1907	Feb. 2, 1916	7.75
Raver, Herbert Paul.....	June 27, 1905	Feb. 5, 1913	7.84
Raymond, John Hughes.....	Feb. 4, 1908	Sept. 20, 1917	7.62
Rehrig, Lester Byron.....	May 11, 1908	Nov. 22, 1917	7.68
Reilly, Edward .....	June 9, 1908	Feb. 6, 1917	7.42
Rex, Jesse Ray.....	Nov. 12, 1907	Feb. 7, 1917	7.50
Rice, Charles Sample.....	Jan. 16, 1909	Nov. 14, 1916	7.28
Rice, Clair L. ....	Dec. 21, 1909	Feb. 6, 1918	7.60
Richardson, James Edwin.....	May 1, 1907	Feb. 2, 1915	7.00
Righter, Samuel Penrose.....	Mar. 13, 1907	Sept. 3, 1914	7.69
Riley, Russell Davidson.....	Apr. 14, 1908	Feb. 7, 1917	8.03
Rittenhouse, Charles .....	Nov. 12, 1908	Feb. 7, 1917	6.98
Ritter, William Ernest.....	Oct. 31, 1907	Feb. 3, 1916	7.60
Ritz, Edwin Nicholas.....	June 25, 1906	Sept. 14, 1915	7.45
Roberts, Howard Sperry.....	Feb. 23, 1909	Sept. 5, 1918	7.80
Roberts, Mariett Linwood.....	May 16, 1906	Sept. 15, 1915	7.20
Robinson, Edward L. ....	May 22, 1905	Sept. 9, 1913	8.25
Robinson, Howard Raymond.....	Jan. 28, 1909	Feb. 7, 1917	8.00
Robinson, James Charlton.....	Jan. 9, 1907	Oct. 25, 1916	6.93
Robinson, Nelson Edward.....	Dec. 29, 1905	Sept. 9, 1913	8.34
Rodda, Henry William.....	Aug. 8, 1908	Feb. 7, 1917	7.28
Rohrback, Levearn Francis.....	Feb. 11, 1908	Feb. 7, 1917	6.92
Rohrer, John Elwood.....	Feb. 27, 1910	Nov. 22, 1917	7.77
Romeo, Salvator .....	Sept 14, 1905	Oct. 10, 1913	7.64
Ross, Richard Woods.....	Aug. 10, 1908	Feb. 26, 1918	7.35
Ross, William Huber.....	July 11, 1908	Nov. 15, 1915	7.25
Rosseau, Leon Rex.....	Dec. 4, 1906	Nov. 5, 1914	7.38
Rostron, George Sanderson.....	July 20, 1909	Sept. 4, 1918	8.02
Rothman, Frank .....	Feb. 20, 1907	Feb. 2, 1914	8.44
Roupp, Norman L. ....	Nov. 16, 1907	Feb. 3, 1916	7.50
Ruelius, Louis Franz.....	Aug. 15, 1906	Feb. 13, 1914	7.00
Ruspantini, William .....	May 10, 1908	Feb. 20, 1917	7.48
Ruth, Philip David.....	Oct. 31, 1906	Sept. 3, 1914	7.05
Ruth, Robert James.....	Sept. 24, 1906	Sept. 13, 1916	7.33
Ruth, Wilfred Rich.....	May 12, 1908	Feb. 6, 1917	7.20
SADDINGTON, ROBERT RIDPATH.....	May 2, 1908	Oct. 24, 1916	7.25
Saddington, William George.....	Dec. 9, 1905	Sept. 2, 1914	7.66
Salter, Charles Wesley.....	July 9, 1906	Feb. 2, 1915	7.30
Salter, John George.....	Aug. 23, 1908	Oct. 25, 1916	7.75
Sayers, Sylvan Alexander.....	Nov. 18, 1905	Nov. 25, 1913	7.60
Saylor, Robert Nathan.....	May 19, 1907	Feb. 20, 1917	7.35

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Sayre, William Henry.....	Mar. 23, 1905	Feb. 5, 1914	8.88
Shaffer, William Cassner.....	Aug. 22, 1906	Sept. 22, 1915	7.71
Schiavo, Luigi.....	Feb. 5, 1907	Feb. 2, 1915	7.98
Schill, Herman John H. ....	Dec. 21, 1907	Sept. 6, 1917	7.92
Sebissler, William.....	April 17, 1907	Oct. 24, 1916	8.12
Schofield, Edward B. ....	Aug. 3, 1908	Feb. 7, 1917	7.75
Schreck, Robert Daniel.....	Mar. 8, 1908	Feb. 3, 1916	8.03
Schuebel, Karl E. ....	April 22, 1905	Feb. 2, 1914	8.10
Schuebel, William B. ....	April 29, 1908	Oct. 24, 1916	7.94
Schueler, Ralph Raymond.....	Dec. 19, 1905	Feb. 2, 1915	7.42
Schwamb, Howard Kennedy.....	Jan. 6, 1907	Feb. 2, 1915	8.73
Scott, Joseph, Jr. ....	Feb. 6, 1909	Sept. 5, 1918	7.50
Scott, Lorenzo Wilson.....	Nov. 14, 1907	Feb. 2, 1916	8.33
Sellers, Stanley.....	Dec. 17, 1908	Sept. 20, 1917	7.65
Shaffer, John Glenn McConnell.....	Feb. 5, 1908	Sept. 5, 1917	7.35
Shane, Harry, Jr. ....	Apr. 8, 1905	Mar. 4, 1915	
Sheets, John Collins Stevens.....	Mar. 27, 1906	Feb. 5, 1914	7.53
Sheetz, Leonard William.....	Feb. 11, 1909	Sept. 5, 1917	7.57
Sheridan, William James.....	Mar. 30, 1909	Feb. 6, 1917	8.16
Sherry, Howard W. ....	May 5, 1910	Sept. 4, 1919	8.00
Shere, Samuel.....	Oct. 18, 1905	Sept. 9, 1913	8.30
Shortlidge, Allen Stone.....	Sept. 4, 1909	Sept. 6, 1917	8.00
Shoucair, Albert.....	Oct. 11, 1909	Feb. 26, 1919	8.50
Shovestul, James Paul.....	Mar. 13, 1909	Feb. 17, 1917	7.57
Shugg, Robert.....	Nov. 21, 1906	Sept. 15, 1915	7.56
Shull, Norris Watts.....	Jan. 15, 1907	Sept. 2, 1914	7.40
Siegle, Christian Gottfried.....	Jan. 26, 1909	Feb. 6, 1917	7.35
Simmonds, Evan George.....	Mar. 4, 1909	Sept. 6, 1917	7.69
Simmons, Harold George.....	Jan. 10, 1906	Sept. 17, 1913	8.00
Simpson, John Joseph.....	Oct. 13, 1909	Sept. 5, 1917	7.31
Smith, Charles Stephens.....	Feb. 3, 1908	Feb. 3, 1916	8.65
Smith, Erwin Henry.....	Sept. 2, 1908	Oct. 24, 1916	7.21
Smith, Francis Russell.....	Aug. 25, 1908	Sept. 5, 1917	7.70
Smith, Frank Singiser.....	Nov. 9, 1908	Sept. 6, 1917	8.13
Smith, Harold Kendal.....	June 27, 1906	Feb. 5, 1914	7.96
Sommers, Lawrence.....	May 7, 1907	Feb. 2, 1915	8.06
Soren, George Joseph.....	Feb. 22, 1905	Sept. 2, 1914	8.36
Spahr, John Carl.....	May 6, 1909	Sept. 4, 1918	7.80
Sparks, William Lendeman.....	Feb. 15, 1905	Nov. 5, 1914	7.44
Spaulding, Laver.....	Oct. 28, 1908	Feb. 6, 1918	7.50
Spengler, Carl Julius.....	June 26, 1907	Feb. 9, 1915	7.96
Spotts, Lewis Henry.....	Mar. 26, 1908	Oct. 24, 1916	7.15
Springer, Earl Daniel.....	Feb. 25, 1909	Sept. 20, 1917	7.93
Stafford, Myron Augustus.....	Aug. 27, 1905	Sept. 10, 1913	8.95
Stanshine, Louis.....	Nov. 21, 1907	Sept. 14, 1915	8.28
Starr, Chester Blaine.....	Sept. 25, 1906	Sept. 3, 1914	7.52
Steiner, Paul Wesley.....	Feb. 22, 1907	Oct. 24, 1916	8.20
Stetler, Irvin Leroy.....	May 10, 1909	Sept. 6, 1917	7.41
Stetler, Stanley Roosevelt.....	Mar. 2, 1907	Sept. 22, 1915	7.70
Stevens, Raymond A. ....	Dec. 28, 1907	Sept. 22, 1915	7.35
Stewart, Edward William.....	June 9, 1906	Sept. 2, 1914	7.05
Stewart, John McKinley.....	Jan. 3, 1908	Feb. 2, 1916	7.64
Stewart, Robert McKinley.....	Apr. 3, 1906	Sept. 8, 1914	7.76
Stock, Robert J. W. ....	Oct. 6, 1908	Sept. 6, 1917	7.83

# HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Stokes, Harry .....	Sept. 11, 1905	Sept. 8, 1915	
Stokes, John Davis Hillegas.....	July 17, 1906	Feb. 13, 1914	8.25
Stone, Burnham Everett.....	Feb. 28, 1906	Feb. 2, 1915	7.94
Storm, Perry Norton.....	April 23, 1909	Sept. 6, 1917	8.21
Stout, John Benjamin.....	Feb. 4, 1906	Feb. 5, 1914	8.09
Strickland, Lloyd A.....	Aug. 20, 1907	Feb. 3, 1916	7.59
Summers, Howard Albert.....	Aug. 10, 1907	Oct. 24, 1916	7.36
Swartwood, James Edwin.....	Oct. 17, 1905	Feb. 13, 1914	7.77
Symington, John H. ....	Jan. 27, 1907	Sept. 14, 1915	7.49
TAGGERT, WARREN .....	Dec. 8, 1905	Sept. 9, 1913	8.25
Takach, Joseph Charles.....	April 3, 1909	Feb. 6, 1917	7.21
Teti, Alfredo Corrado.....	Feb. 9, 1909	Feb. 7, 1917	7.68
Thiele, Theodore Victor.....	July 2, 1907	Feb. 6, 1917	7.30
Thompson, Alfred Lewis.....	July 23, 1906	Feb. 5, 1914	8.58
Thompson, Ralph Howard.....	Aug. 13, 1908	Oct. 25, 1916	7.42
Thorne, Thomas Lawrence.....	Sept. 18, 1905	Sept. 9, 1913	7.58
Throne, Edward Glatfelter.....	June 4, 1909	Nov. 22, 1917	7.28
Tinklepaugh, George Wagner.....	Dec. 17, 1906	Feb. 3, 1916	7.59
Tittermary, Robert Clark.....	Dec. 11, 1907	Sept. 20, 1917	7.39
Tomlinson, Raymond Earl.....	Aug. 3, 1908	Sept. 5, 1917	8.00
Townsend, Artemus Carmichael.....	Mar. 5, 1906	Sept. 2, 1914	
Traphagen, John Peter.....	July 17, 1905	Feb. 4, 1913	7.93
Traher, William Tye.....	Oct. 8, 1906	Oct. 6, 1916	7.35
Turner, Frank Washington.....	Oct. 28, 1908	Oct. 25, 1916	7.25
ULSHAFER, CHARLES WILLIAM.....	June 4, 1907	Feb. 3, 1916	7.48
Urian, Richard .....	June 18, 1906	Feb. 4, 1914	7.65
VANDEVERE, JOSEPH LEO.....	Oct. 16, 1907	Sept. 15, 1915	7.53
Van Horn, John Edward.....	Dec. 23, 1908	Nov. 14, 1916	8.10
Veletta, Edward .....	Mar. 7, 1909	Nov. 22, 1917	7.71
Vernuz, Stanley .....	Dec. 3, 1905	Sept. 14, 1915	7.89
Vinekur, Samuel .....	June 12, 1909	Sept. 14, 1915	8.00
Viohl, Henry Paul.....	Dec. 16, 1904	Sept. 9, 1912	8.63
WAGNER, NORMAN WARNER.....	June 24, 1906	Feb. 5, 1914	8.49
Walker, Elwood Siehl.....	July 4, 1910	Nov. 17, 1917	7.60
Walsh, Arthur, Jr.....	Feb. 9, 1908	Feb. 2, 1916	7.65
Walter, Melvin Lawrence.....	Nov. 13, 1906	Nov. 26, 1915	8.29
Walters, Kenneth Lloyd.....	July 15, 1907	Sept. 15, 1915	8.38
Walters, William Leroy.....	Oct. 31, 1906	Feb. 2, 1916	7.70
Ward, John Frederick .....	Aug. 28, 1908	Oct. 24, 1916	8.03
Watts, John Douglas.....	Sept. 24, 1907	Sept. 6, 1917	7.46
Weaverling, Chester .....	May 21, 1907	Feb. 7, 1917	8.39
Webb, James Pearson.....	Jan. 5, 1908	Nov. 15, 1915	7.51
Webb, Richard William.....	May 24, 1909	Feb. 7, 1917	7.60
Weeks, James Henry.....	Apr. 11, 1906	Nov. 4, 1914	7.77
Weidenhafer, Ellwood Henry.....	Dec. 13, 1906	Oct. 25, 1916	7.75
Weinstein, Max .....	May 1, 1909	Feb. 20, 1917	7.34
Weightman, Robert Gillian.....	Dec. 11, 1906	Sept. 22, 1915	8.13
Weiss, Louis .....	Aug. 3, 1906	Sept. 9, 1912	7.65
Weitzel, Willard Ely.....	Nov. 11, 1906	Feb. 2, 1915	7.88
Wessock, Alfred William.....	Jan. 2, 1908	Sept. 5, 1917	7.65

# HIGH SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Wetzel, Curtin Joseph.....	Nov. 13, 1906	Sept. 3, 1914	7.39
White, William .....	Aug. 4, 1906	Feb. 2, 1915	7.84
Whitlock, William Harris.....	April 5, 1908	Oct. 24, 1916	7.78
Whittley, William Digman.....	Mar. 6, 1909	Feb. 6, 1917	7.64
Wilcox, Wilkes Arnold.....	July 29, 1905	Feb. 9, 1915	
Wilkes, Louis .....	Oct. 10, 1905	Sept. 10, 1913	8.37
Williams, Charles A. ....	April 17, 1905	Feb. 13, 1913	7.91
Williams, Edward .....	Aug. 17, 1907	Feb. 7, 1917	7.86
Williams, John Muir.....	June 18, 1906	Feb. 13, 1914	7.47
Williams, Paul Eckert.....	May 26, 1909	Feb. 26, 1919	8.20
Williams, Robert .....	Nov. 24, 1907	Sept. 20, 1917	7.45
Wilson, Rudolph L. ....	Mar. 26, 1905	Sept. 9, 1913	7.65
Wineland, William E. ....	Feb. 28, 1907	Sept. 14, 1915	7.65
Wise, Walter Webster.....	Sept. 29, 1907	Feb. 3, 1916	7.95
Wiseman, Dempster H. ....	May 22, 1907	Sept. 14, 1915	7.15
Woods, Harold Charles.....	Jan. 23, 1908	Oct. 25, 1916	7.72
Wright, Harry .....	Sept. 22, 1905	Sept. 14, 1915	8.10
Wright, Mellor.....	July 13, 1907	Sept. 14, 1915	8.05
Wright, William Arthur.....	Aug. 2, 1906	Feb. 13, 1914	7.00
Wurth, Charles .....	April 30, 1908	Oct. 24, 1916	7.46
YEAGER, GILBERT D.....	Oct. 31, 1907	Oct. 25, 1916	9.01
Younen, Philip Wilson.....	Mar. 19, 1908	Feb. 10, 1916	7.30
ZARELLA, EMILIO .....	Dec. 31, 1906	Sept. 2, 1914	7.86



# GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
AREL, GEORGE W. ....	July 3, 1910	Nov. 19, 1918	7.24
Ackerman, Louis .....	Mar. 27, 1911	Nov. 18, 1920	7.42
Ackerman, Morris .....	Mar. 21, 1913	Feb. 2, 1921	7.82
Adams, John Walter .....	Aug. 26, 1910	Mar. 16, 1920	7.87
Adams, Lester Ira .....	Dec. 5, 1909	Sept. 20, 1917	7.60
Albright, James Augusta .....	Dec. 17, 1912	Nov. 15, 1922	7.77
Anderson, George .....	Aug. 20, 1909	Sept. 5, 1917	7.20
Anderson, James Moore .....	July 28, 1910	Sept. 4, 1918	7.79
Anderson, Rowland .....	Oct. 14, 1909	Sept. 20, 1917	7.30
Anderson, Thomas .....	Aug. 26, 1911	Sept. 3, 1919	7.78
Andreovits, Joseph John .....	Dec. 21, 1910	Feb. 4, 1919	7.76
Armitage, James E. ....	Dec. 31, 1910	Sept. 23, 1919	7.84
Ashton, Edwin Lloyd .....	Jan. 25, 1911	Sept. 5, 1918	7.99
Axton, Howard Nelson .....	Dec. 17, 1910	Sept. 23, 1919	7.92
BAER, FRANK WISTER .....	Dec. 14, 1909	Sept. 20, 1917	7.53
Bahm, August Friedrich .....	April 9, 1910	Jan. 2, 1919	7.47
Bailey, Roy Reid .....	July 23, 1911	Sept. 3, 1919	7.50
Bailey, William Dale .....	April 1, 1908	Oct. 25, 1916	7.74
Baker, Frederick Carl .....	Jan. 24, 1911	Sept. 22, 1920	7.76
Baker, Frederick Morphet .....	Dec. 5, 1909	Feb. 26, 1919	7.64
Baker, Louis Loring .....	May 7, 1913	Feb. 3, 1921	7.90
Baker, Thomas .....	Jan. 13, 1914	Sept. 21, 1921	8.15
Baker, William Beals .....	Sept. 28, 1911	Sept. 8, 1921	7.42
Balas, Frank .....	June 2, 1910	Oct. 24, 1916	7.55
Balas, Godfried .....	Mar. 15, 1912	Nov. 17, 1919	7.59
Bankes, Arthur Levi .....	May 9, 1910	Jan. 2, 1919	7.80
Bankes, Ralph A. ....	June 3, 1912	Nov. 28, 1919	7.96
Bartholomew, Martin .....	Jan. 14, 1912	Sept. 4, 1919	7.54
Barwick, Rodney Barton .....	April 5, 1913	Sept. 6, 1922	
Batchler, Laing .....	June 7, 1911	Nov. 18, 1920	7.61
Batt, Miles Edward .....	Sept. 15, 1909	Sept. 6, 1917	7.60
Baulig, George Leslie .....	Jan. 29, 1911	Sept. 22, 1920	8.27
Baumer, Horace Wilson .....	Dec. 17, 1913	Nov. 22, 1921	7.78
Becker, Henry Arthur .....	Oct. 5, 1909	Feb. 5, 1919	7.27
Beckershoff, Robert Edgar .....	April 18, 1910	Feb. 6, 1918	7.68
Beecher, Harold Sylvester .....	Mar. 17, 1911	Nov. 19, 1918	7.80
Bell, Howard Carrol .....	April 19, 1912	Sept. 23, 1919	7.54
Bell, John Warren .....	Mar. 18, 1911	Nov. 19, 1918	7.79
Bell, Robert Stewart .....	Aug. 29, 1912	Feb. 4, 1920	7.33
Bell, Robert William .....	July 7, 1911	Sept. 23, 1919	7.44
Bellano, William .....	Nov. 2, 1912	Sept. 8, 1921	8.07
Benjamin, William Bryan .....	Aug. 17, 1909	Sept. 5, 1918	8.06
Bennett, Donald A. ....	Aug. 18, 1912	Feb. 4, 1920	7.67
Berge, Julius Lincoln .....	Feb. 28, 1910	Feb. 5, 1918	7.57
Berry, Harry Goldsmith .....	July 3, 1913	Sept. 8, 1921	7.80
Biestler, John Elliott .....	Oct. 12, 1911	Sept. 3, 1919	7.85
Biestler, William Bilbrough .....	May 30, 1909	Feb. 26, 1919	7.65

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Blank, Hyman	July 22, 1909	Sept. 6, 1917	7.12
Blawn, Charles Edward	Feb. 11, 1908	Feb. 7, 1917	7.25
Blawn, Delbert S.	Dec. 25, 1911	Nov. 17, 1919	7.29
Blawn, James Paul	Nov. 22, 1910	Sept. 5, 1918	7.29
Blomer, Thomas Anthony	Dec. 23, 1910	Nov. 19, 1918	7.17
Blunt, Thomas C.	Sept. 28, 1912	Jan. 2, 1920	7.72
Bogle, Robert	July 30, 1911	Sept. 3, 1919	7.38
Boland, William Joseph	July 11, 1911	July 1, 1919	7.48
Bullinger, Walter F.	Oct. 12, 1912	Feb. 4, 1920	7.31
Books, Charles W.	June 7, 1910	Sept. 23, 1919	8.05
Booth, Ellio	Nov. 4, 1913	Feb. 8, 1922	7.12
Bonsall, Charles Walton	Nov. 4, 1911	Feb. 3, 1921	7.12
Bonsall, William Monroe	April 3, 1912	Sept. 8, 1921	7.74
Bortel, David R.	Mar. 30, 1913	Dec. 6, 1920	8.02
Bortel, James William	May 14, 1911	Sept. 23, 1919	7.64
Bortz, Clinton Harrison	Oct. 13, 1911	Sept. 8, 1921	7.93
Bowman, Kenneth Davis	Jan. 15, 1912	Sept. 23, 1919	7.59
Boyd, William John	Aug. 2, 1907	Feb. 20, 1917	6.95
Bramble, Thomas Edwin	July 31, 1912	Sept. 8, 1921	8.08
Braun, Arthur Norman	Aug. 1, 1910	Sept. 4, 1918	7.70
Brawner, Frank	July 22, 1911	Sept. 8, 1920	8.19
Brawner, Robert William	Dec. 12, 1912	Sept. 8, 1920	7.60
Brennan, Edward Clement	Aug. 30, 1911	Feb. 5, 1919	7.23
Brobst, Charles Raymond	June 3, 1913	Nov. 22, 1921	7.35
Brodhag, Herbert	Feb. 26, 1912	Sept. 8, 1920	7.62
Brown, Charles Cheyney	April 29, 1912	Nov. 17, 1919	7.51
Brown, Stephen	Feb. 5, 1910	Sept. 4, 1918	7.41
Bruce, George Washington	June 29, 1912	Feb. 3, 1920	7.14
Bruno, Antonio	May 8, 1909	Sept. 5, 1917	7.46
Bruse, William	Dec. 25, 1909	Sept. 20, 1917	7.89
Buchanan, Douglas Gordon	Mar. 26, 1913	Feb. 7, 1922	7.76
Buchanan, Robert	July 8, 1913	Sept. 7, 1921	7.60
Buck, John Joseph	Nov. 26, 1911	Nov. 22, 1921	7.45
Buehl, Robert Charles	Oct. 3, 1912	Sept. 7, 1922	
Burke, Joseph	April 18, 1910	Sept. 23, 1919	7.40
Burleigh, Gilbert D.	Mar. 9, 1912	Nov. 18, 1920	7.52
Burleigh, Robert Bruce	Nov. 12, 1910	Nov. 11, 1920	7.60
Burns, Daniel	June 16, 1908	Sept. 5, 1917	7.40
Bye, Howard John	Dec. 26, 1910	Sept. 5, 1918	7.40
CAHN, JAMES B.	Nov. 18, 1910	Sept. 23, 1919	7.49
Callender, George Robert	Aug. 24, 1912	Nov. 18, 1920	7.66
Campbell, John Ferguson	May 12, 1912	Feb. 3, 1920	7.45
Cannon, Charles Henry	Oct. 25, 1909	Sept. 5, 1917	7.29
Carberry, Harry Schilling	July 15, 1910	Nov. 19, 1918	7.33
Carberry, Hugh Henry	Feb. 3, 1911	Feb. 5, 1919	7.21
Carey, Edwin Forrest	Sept. 19, 1910	Sept. 15, 1920	7.48
Carosiello, Michelino	May 13, 1910	Feb. 5, 1918	7.39
Carson, John W.	Dec. 4, 1911	Sept. 23, 1919	7.66
Cessna, George	Sept. 3, 1911	Feb. 3, 1921	7.74
Chamberlain, Jacob Orrin	Sept. 18, 1910	Sept. 5, 1918	7.59
Christy, John Wesley	Dec. 13, 1912	Sept. 7, 1921	7.28
Ciavarelli, Joseph	July 18, 1912	Feb. 8, 1922	7.38
Clark, Frederick George	Oct. 3, 1913	Sept. 6, 1922	

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
CLEM, CHARLES BORDEN.....	Sept. 23, 1912	Sept. 21, 1921	7.42
Clouser, William J. ....	Jan. 1, 1913	Nov. 18, 1920	7.60
Coates, Alvin .....	Sept. 13, 1911	Sept. 8, 1920	7.49
Cohen, Jacob .....	Oct. 14, 1911	Sept. 8, 1920	7.87
Cole, Edwin Harold.....	Jan. 5, 1907	Feb. 3, 1916	
Colletta, Antoni.....	May 20, 1912	Sept. 8, 1920	7.83
Collins, John .....	June 21, 1912	Sept. 22, 1920	8.07
Collins, William J.....	Jan. 22, 1914	Sept. 7, 1922	
Congdon, Charles Joseph.....	Feb. 4, 1911	Sept. 5, 1918	7.40
Conway, Edward L. ....	Jan. 22, 1911	Feb. 26, 1917	7.45
Cooke, William Franklin.....	July 28, 1912	Nov. 13, 1920	7.38
Corn, Harry T. ....	Feb. 18, 1911	Feb. 4, 1920	7.74
Cotton, Edward Allen.....	Mar. 29, 1912	Feb. 3, 1920	7.44
Coyle, Francis X. ....	Mar. 29, 1912	Feb. 2, 1921	7.82
Craig, Thomas C. M. ....	July 19, 1912	Feb. 3, 1920	7.65
Crawford, Mark R. ....	Feb. 25, 1912	Feb. 3, 1921	8.04
Cree, Clair Elliott.....	June 28, 1912	Sept. 8, 1920	7.54
Cregar, Marshall Bloomfield.....	Feb. 13, 1911	Mar. 16, 1920	7.42
Cressman, William Alfred.....	Feb. 5, 1912	Sept. 7, 1920	7.45
Creveling, Gerald William.....	Oct. 9, 1911	Feb. 2, 1921	7.75
Crisman, Willard Kennedy.....	Jan. 18, 1909	Sept. 5, 1918	7.57
Crosby, Lewis Wentworth.....	Feb. 14, 1909	Sept. 6, 1917	7.34
Cummings, Everard Stuart.....	Mar. 5, 1909	Sept. 4, 1918	7.04
Curry, Morris Joseph.....	May 26, 1910	Sept. 4, 1918	7.09
DAILEY, JAMES VICTOR.....	Mar. 24, 1910	Feb. 6, 1918	7.61
Daisey, Paul Wilson.....	May 16, 1913	Sept. 8, 1921	7.64
D'Aiuto, Alfred .....	Dec. 11, 1909	Feb. 26, 1918	7.50
Dale, Marcus Richard.....	June 15, 1912	Sept. 7, 1920	7.66
Dale, William Earl.....	Mar. 6, 1911	Feb. 5, 1919	7.94
D'Alo, Arthur .....	Oct. 31, 1910	Sept. 7, 1920	7.64
D'Alonzo, Mario .....	Aug. 6, 1910	Feb. 4, 1919	7.96
D'Angelo, Massimino .....	Jan. 13, 1913	Sept. 22, 1920	7.55
Darrab, Thomas H. ....	Dec. 16, 1909	Jan. 13, 1919	7.79
Daugherty, John .....	Jan. 15, 1912	Sept. 4, 1919	7.08
Davis, Harold Bader.....	Feb. 29, 1912	Sept. 7, 1920	7.35
Davis, Harry L. ....	July 17, 1909	Nov. 19, 1918	7.36
Davis, John Sample.....	Mar. 28, 1911	Nov. 19, 1918	7.52
DeArment, John William.....	Sept. 6, 1908	Oct. 25, 1916	7.28
Depolter, John .....	Dec. 1, 1913	Sept. 7, 1920	7.91
Derr, Charles E. R. ....	Aug. 10, 1910	Sept. 3, 1919	7.66
DeSanto, Arthur .....	Nov. 9, 1911	Sept. 7, 1921	7.96
Detwiler, Charles R. ....	Feb. 15, 1909	Nov. 19, 1918	7.40
Detwiler, Harry S. ....	Apr. 23, 1910	Feb. 6, 1918	7.49
Deveney, Alexander B.....	Aug. 9, 1913	Sept. 21, 1921	7.75
Deveney, John .....	May 6, 1911	Sept. 20, 1919	7.38
DiDonato, Remo.....	May 3, 1912	Sept. 7, 1921	7.54
Dieter, Gerald Wayne.....	June 9, 1910	Nov. 19, 1918	8.06
Dieter, Ralph Victor.....	Dec. 7, 1911	Sept. 4, 1919	7.60
DiFoggia, Leonardo .....	July 25, 1909	Nov. 19, 1918	7.13
DiLauro, George .....	Feb. 19, 1911	Sept. 3, 1919	7.60
Dilcer, Carl C. ....	Apr. 6, 1908	Feb. 3, 1916	7.30
DiRenzo, Joseph .....	Feb. 19, 1910	Nov. 22, 1917	7.17
Dittert, John .....	Jan. 10, 1911	Sept. 3, 1919	7.58
Dobbins, Merrill R. ....	Apr. 21, 1912	Sept. 7, 1920	7.67

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Donaghy, Lawrence .....	Sept. 12, 1912	Feb. 7, 1922	7.59
Dougherty, John Joseph .....	Oct. 7, 1911	Nov. 19, 1918	7.56
Dreyer, Oscar Daniel .....	July 13, 1912	Sept. 22, 1920	7.56
Duffy, Joseph Peter .....	Dec. 10, 1912	Sept. 7, 1922	
Dugan, Henry Jordon .....	Oct. 17, 1912	Nov. 18, 1920	8.33
Dunlap, John Leonard .....	July 7, 1910	Sept. 4, 1918	8.07
Durkin, James Charles .....	Aug. 20, 1912	Feb. 4, 1920	7.22
EABY, LEROY R. ....	Jan. 11, 1911	Sept. 8, 1920	7.65
Eastman, Donald F. ....	Mar. 29, 1912	Nov. 18, 1920	7.35
Edmunds, William Harold .....	June 19, 1911	Nov. 17, 1919	7.65
Edwards, Hugh W. ....	Nov. 30, 1910	Feb. 4, 1920	7.66
Edwards, Robert, Jd. ....	Oct. 22, 1910	Sept. 4, 1918	7.73
Edwards, Selwyn .....	Feb. 21, 1911	Sept. 4, 1919	7.90
Egan, Paul William .....	Apr. 7, 1911	Feb. 26, 1919	7.45
Egan, Philip Maene .....	Apr. 12, 1912	Feb. 4, 1920	7.68
Ehrenzeller, John F. Rieman .....	Mar. 1, 1911	Feb. 4, 1919	7.62
Elisio, Luigi .....	Jan. 23, 1908	Feb. 2, 1916	6.85
Emerson, William J. ....	Mar. 25, 1912	Sept. 24, 1921	7.30
Emery, Victor Paul .....	Sept. 19, 1909	Sept. 6, 1917	7.51
English, Bryson E. ....	Aug. 28, 1911	Sept. 4, 1919	7.61
Ephault, Edward Charles .....	Dec. 17, 1912	Feb. 7, 1922	7.73
Eppinger, Pearson J. ....	Oct. 13, 1907	Sept. 6, 1917	
Esrey, Thomas Hoover .....	July 4, 1911	July 11, 1919	7.66
Estill, Lawrence M. ....	May 19, 1913	Nov. 15, 1922	
Evans, Clinton P. ....	Jan. 6, 1910	Feb. 6, 1918	7.02
Evans, Frank .....	Mar. 2, 1911	Feb. 3, 1921	7.83
Evans, Thomas .....	Jan. 6, 1911	Sept. 5, 1918	8.00
FARNSWORTH, MARLIN .....	July 19, 1911	Feb. 5, 1919	7.60
Faux, Frederick George .....	July 11, 1910	Sept. 4, 1918	7.20
Fay, Foy Fenimore .....	Feb. 26, 1911	Nov. 18, 1920	7.73
Fay, John Wilfred .....	April 15, 1913	Feb. 2, 1921	7.62
Feldman, Myer .....	June 22, 1914	Feb. 2, 1921	8.20
Felmice, Lawrence Dewees .....	Sept. 11, 1911	Sept. 8, 1921	7.63
Feltis, Joseph .....	June 8, 1910	Sept. 20, 1917	7.70
Fender, Charles .....	Dec. 28, 1910	Sept. 8, 1920	7.93
Fender, Walter .....	July 1, 1912	Sept. 8, 1920	7.37
Fenich, George .....	Feb. 9, 1911	Feb. 3, 1921	7.65
Fenton, Todd .....	May 29, 1911	Feb. 26, 1919	7.77
Fenton, Vernon .....	Dec. 11, 1908	Nov. 14, 1916	7.31
Ferguson, Darl C. ....	Apr. 17, 1910	Feb. 4, 1919	7.37
Ferguson, Kenneth H. ....	Apr. 11, 1909	Feb. 4, 1919	7.32
Fiala, Theodore .....	Feb. 17, 1911	Feb. 2, 1921	7.53
Finnegan, Elmer F. ....	Jan. 29, 1912	Sept. 4, 1919	7.26
Finnegan, Paul M. ....	Mar. 6, 1910	Nov. 22, 1917	7.14
Fisher, John Thomas .....	Apr. 13, 1911	Feb. 4, 1919	7.68
Fisher, Robert .....	Apr. 9, 1911	Feb. 26, 1919	7.44
Flynn, Joseph Francis .....	Oct. 6, 1910	Sept. 23, 1920	7.14
Force, Ellwood Brower .....	June 20, 1911	Feb. 26, 1919	7.88
Foreman, Kenneth Eugene .....	30, 1913	Sept. 7, 1921	7.57
Foreman, Paul Wesley .....	Mar. 16, 1912	Feb. 4, 1920	7.31
Fox, James S. ....	Jan. 27, 1913	Nov. 15, 1922	
Fowler, George Asa .....	July 28, 1910	Sept. 15, 1918	7.50
Frame, David .....	July 12, 1909	Nov. 22, 1917	7.04

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Franco, Michael .....	Oct. 20, 1911	Nov. 17, 1919	8.17
Frankau, Joseph Griswold .....	Nov. 14, 1911	Sept. 21, 1921	7.19
Frankel, Paul .....	April 28, 1913	Sept. 21, 1921	7.77
Frederick, Horace .....	Oct. 25, 1911	Sept. 3, 1919	7.20
Frederick, Irwin K. ....	Oct. 26, 1907	Sept. 14, 1915	6.92
Frees, John Thomas .....	July 25, 1913	Sept. 7, 1921	7.74
Friedenberg, David Harold .....	Aug. 28, 1911	Feb. 5, 1919	7.60
Friedrich, William .....	Apr. 14, 1911	Feb. 26, 1919	7.58
Froelich, Dayton Ellsworth .....	Nov. 19, 1909	Sept. 5, 1917	7.60
Fry, Grant Gilbert .....	Dec. 7, 1910	Sept. 22, 1920	7.39
Fuhrman, Robert H. ....	Aug. 31, 1912	Sept. 7, 1920	7.26
Fulton, Francis Reed .....	June 17, 1910	Feb. 6, 1918	7.46
Fulton, Stuart Lemar .....	June 17, 1910	Feb. 6, 1918	7.67
GABEL, JOHN MORTON .....	Nov. 23, 1908	Sept. 4, 1918	7.60
Gallagher, Thomas .....	June 17, 1909	Sept. 20, 1917	7.40
Gamble, Charles Addis .....	Nov. 25, 1908	Nov. 14, 1916	7.20
Gangloff, Edward Michael .....	June 17, 1912	Feb. 2, 1921	7.56
Gardner, Merrill Allen .....	Dec. 22, 1911	Sept. 7, 1921	7.57
Gardner, Wilfred Elliott .....	April 12, 1912	Feb. 7, 1922	7.73
Gerardi, Harry .....	May 1, 1912	Feb. 7, 1922	7.49
Gibson, Walton .....	Feb. 16, 1913	Nov. 18, 1920	8.14
Gilchrist, Foy Hubert .....	July 4, 1911	Feb. 3, 1921	7.39
Gilvear, William Henry .....	April 4, 1913	Sept. 6, 1922	7.50
Gingher, Claude A. ....	June 29, 1910	Feb. 4, 1920	7.90
Gladfelter, Harry William .....	Jan. 20, 1914	Nov. 22, 1921	7.84
Glass, William .....	Aug. 7, 1910	Feb. 5, 1919	7.11
Glise, Curtis A. ....	Sept. 16, 1910	Sept. 3, 1919	7.70
Glover, Horace W. I. ....	July 6, 1910	Sept. 3, 1919	7.07
Gochmour, Silas Eugene .....	Mar. 3, 1910	Feb. 3, 1920	7.60
Gold, Samuel .....	Mar. 12, 1910	Feb. 5, 1918	7.67
Goldberg, Arnold .....	May 2, 1909	Nov. 19, 1918	7.30
Goldberg, Martin .....	Apr. 3, 1911	Nov. 19, 1918	7.70
Good, Urban Otto .....	Dec. 22, 1912	Sept. 7, 1921	7.33
Goulston, John R. ....	Nov. 29, 1912	Sept. 21, 1921	7.52
Graham, Earl Reeves .....	Dec. 11, 1909	Sept. 4, 1918	7.28
Graham, John Spangler .....	April 25, 1907	Feb. 2, 1915	
Gray, William David .....	Sept. 4, 1912	Feb. 23, 1921	7.96
Greenberg, Leopold .....	May 29, 1911	Sept. 7, 1920	7.47
Greenwalt, Edwin Craig .....	June 1, 1913	Sept. 7, 1921	8.20
Greene, Marvinne A. S. ....	May 21, 1910	Sept. 4, 1918	7.86
Griffith, David .....	Dec. 23, 1910	Sept. 5, 1918	7.20
Grosh, Charles M. ....	May 9, 1910	Sept. 23, 1919	8.02
Gross, Max .....	Mar. 31, 1912	Nov. 17, 1919	7.37
Grundy, James Frederick .....	July 10, 1910	July 11, 1919	7.20
Gualtieri, Joseph .....	Aug. 6, 1912	Nov. 18, 1920	7.72
Gunther, Frank E. ....	June 13, 1909	Sept. 4, 1918	7.30
Guy, Robert Sanderson .....	May 12, 1910	Feb. 26, 1918	7.79
Gwinn, Albert Garrett .....	July 4, 1909	Nov. 13, 1917	7.21
HACKETT, RALPH H. ....	Nov. 14, 1911	Sept. 4, 1919	7.57
Haig, Thomas Campbell .....	Oct. 9, 1911	Feb. 26, 1919	7.62
Haines, Francis Joseph .....	July 25, 1909	Nov. 19, 1918	7.50
Haines, Lester Edmund .....	Jan. 14, 1911	Nov. 17, 1919	7.54

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Hake, Thomas	Aug. 23, 1912	Feb. 4, 1920	7.63
Hallman, William Rodman	July 2, 1911	Sept. 3, 1919	7.69
Hamilton, Robert James	Mar. 20, 1911	Nov. 19, 1918	7.30
Hammers, James Edward	Mar. 25, 1910	Feb. 5, 1918	7.20
Hammond, Edwin Wayne	July 17, 1910	Feb. 3, 1920	7.39
Harding, Lavern	May 17, 1910	Feb. 6, 1918	7.50
Harford, Kenneth Ray	Mar. 23, 1910	Feb. 6, 1918	7.41
Harker, James	July 31, 1912	Feb. 3, 1920	7.69
Hart, Granville Spencer	Aug. 30, 1910	Feb. 3, 1920	7.60
Hartranft, Ellwood	Feb. 10, 1911	Nov. 18, 1920	7.41
Haslett, William James	Nov. 9, 1910	Feb. 4, 1919	8.15
Hatfield, Arnold Merritt	Jan. 17, 1913	Sept. 7, 1921	7.49
Hauber, Victor Frederick	June 18, 1913	Feb. 8, 1922	
Hayes, Edgar A.	Oct. 4, 1912	Feb. 4, 1920	7.78
Heavner, Louis Wells	Feb. 26, 1911	Sept. 5, 1918	7.70
Heffernan, Joseph	Feb. 6, 1910	Oct. 24, 1916	7.69
Heinemann Raymond George	Mar. 31, 1907	Feb. 2, 1916	
Helmke, Herbert Charles	Feb. 18, 1911	Sept. 4, 1919	7.85
Helt, Carl Clinton	Mar. 2, 1910	Feb. 26, 1918	7.53
Helt, Earl Dayton	Mar. 2, 1910	Feb. 26, 1918	7.49
Hendricks, William Ray	Sept. 2, 1909	Feb. 5, 1918	7.20
Hennessey, Carl David	Feb. 18, 1912	Sept. 4, 1919	7.39
Herbsleb, Jack Masters	Nov. 10, 1911	Feb. 3, 1921	7.65
Herskowitz, Abraham	June 2, 1912	Feb. 2, 1921	7.35
Hess, John Martin	Jan. 29, 1912	Feb. 7, 1922	7.85
Hesser, Maris V. C.	Oct. 31, 1910	Feb. 4, 1920	7.91
Hewlett, Joseph M.	Jan. 30, 1912	Sept. 4, 1919	7.09
Hickman, George Lewis	Oct. 29, 1909	Nov. 22, 1917	7.02
Higgins, Howard Francis	June 1, 1913	Feb. 3, 1921	8.09
High, Harry E., Jr.	Nov. 3, 1909	Sept. 4, 1918	7.15
High, Thomas Earl	May 6, 1907	Nov. 15, 1915	7.25
Hilend, Andrew	Nov. 1, 1911	Sept. 3, 1919	7.48
Hipple, John J.	Mar. 26, 1911	Nov. 18, 1920	7.90
Hoagland, George Dreisbach	July 5, 1912	Feb. 8, 1922	
Hocking, John G.	Oct. 6, 1912	Feb. 8, 1922	8.15
Hoffman, Everett M.	Feb. 5, 1913	Sept. 22, 1920	8.03
Hollingsworth, Edmund	June 16, 1911	Sept. 7, 1920	7.88
Holt, Frank Brister	Apr. 13, 1910	Oct. 24, 1916	7.97
Hornick, Carl Jacob	Jan. 5, 1910	Sept. 23, 1919	7.60
Hoskins, Howard Renolds	Sept. 2, 1912	Feb. 2, 1921	7.48
Houser, Frank	Aug. 13, 1908	Oct. 25, 1916	7.28
Howard, Cyrus Ray	May 20, 1913	Feb. 3, 1921	8.26
Howard, Richard F.	Mar. 9, 1911	Sept. 8, 1920	7.81
Howe, William Taylor, Jr.	Feb. 11, 1909	Jan. 13, 1919	7.65
Howell, John Clark	April 7, 1912	Feb. 7, 1922	7.73
Howells, George Chester	Nov. 6, 1913	Sept. 21, 1921	7.91
Hrom, John	July 30, 1913	Sept. 4, 1919	7.98
Hubler, Earl H.	Sept. 5, 1912	Sept. 7, 1920	7.32
Hubler, Norman W.	Feb. 26, 1911	Sept. 7, 1920	7.63
Hughes, Edward Evans	Jan. 25, 1910	Sept. 20, 1917	7.12
Hughes, Wayne Edward	May 27, 1911	Feb. 4, 1920	7.36
Hunter, John C.	Feb. 7, 1910	Feb. 26, 1919	7.70
Husted, Ellwood Carl	Feb. 18, 1912	Sept. 21, 1921	7.74
Hutton, Raymond John	Oct. 23, 1910	Sept. 3, 1919	7.79

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Hutton, William .....	Oct. 30, 1911	Sept. 3, 1919	7.68
Hyndeman, Wilbert T. ....	Nov. 25, 1912	Feb. 8, 1922	7.81
ILLI, THOMAS RAYMOND. ....	May 18, 1910	Feb. 6, 1918	7.55
Ingber, Nathan .....	July 12, 1911	Sept. 4, 1918	7.59
Ingham, Paul W. ....	May 23, 1911	Nov. 18, 1920	7.50
Ingram, Donald Fulton. ....	Feb. 6, 1910	Nov. 22, 1917	7.40
Issel, Peter Ignatz. ....	Feb. 27, 1913	Feb. 3, 1921	7.59
JACOBSON, ROBERT G. ....	Mar. 29, 1911	Sept. 8, 1920	7.68
Jaffe, Barcus .....	Nov. 17, 1910	Sept. 5, 1917	7.49
James, George Thackery. ....	Apr. 9, 1908	Oct. 25, 1916	6.75
Janney, William Paul. ....	Aug. 9, 1908	Oct. 24, 1916	6.74
Jenkins, John Robert. ....	April 2, 1912	Feb. 3, 1921	7.26
Johnson Carl Verner. ....	Sept. 17, 1911	Feb. 26, 1919	7.67
Johnson, Charles J. ....	April 10, 1910	Feb. 6, 1918	7.80
Johnson, Edwin W. ....	July 16, 1911	Sept. 4, 1919	7.84
Johnson, Sidney Thomas, Jr. ....	April 5, 1911	Sept. 17, 1917	7.50
Jones, Edward D. ....	April 23, 1909	Feb. 7, 1917	7.80
Jones, Edward .....	Jan. 19, 1910	Sept. 5, 1918	7.45
Jones, Hallis Edward. ....	Oct. 2, 1912	Sept. 8, 1921	7.56
Jones, Felix Joseph. ....	Oct. 17, 1910	Nov. 17, 1919	7.76
Jones, Maldwyn .....	Oct. 27, 1912	Sept. 6, 1922	
KAGEL, SAMUEL .....	June 17, 1913	Feb. 3, 1921	7.51
Keckler, William Henry. ....	Aug. 17, 1909	Sept. 4, 1918	7.25
Keenan, John Joseph. ....	April 10, 1909	Sept. 5, 1917	7.12
Kelly, Edward Stephen. ....	Mar. 13, 1913	Nov. 18, 1920	7.17
Kelly, Walter James. ....	Dec. 7, 1911	Feb. 2, 1921	7.50
Kemp, Edward .....	July 30, 1909	Sept. 5, 1918	7.42
Kemp, Robert Eugene. ....	April 23, 1909	Sept. 5, 1918	7.80
Kennedy, Harrison Coe. ....	Jan. 22, 1911	Sept. 22, 1920	7.69
Kennedy, Paul Edward. ....	April 11, 1909	Sept. 6, 1917	7.75
Keown, John .....	Aug. 9, 1912	Feb. 4, 1920	7.50
Kerney, Melville William. ....	April 10, 1910	Sept. 5, 1918	7.60
Kerstetter, William Edward. ....	April 25, 1913	Sept. 6, 1922	
Keys, Charles .....	Oct. 17, 1913	Feb. 8, 1922	7.97
Keys, James .....	Sept. 24, 1910	Sept. 4, 1918	7.42
Kieme, William Henry. ....	May 8, 1913	Feb. 8, 1922	7.73
Kingsmore, John Ernest. ....	Nov. 3, 1912	Feb. 2, 1921	7.75
Kinzey, Norman Francis. ....	Sept. 16, 1909	Feb. 26, 1918	7.70
Kirah, Raymond Charles. ....	May 22, 1911	Feb. 4, 1919	7.02
Kirah, Victor .....	July 13, 1910	Feb. 26, 1919	7.50
Kistler, Jonathan H. ....	Dec. 26, 1909	Nov. 19, 1918	7.95
Kisselbach, Jacob B. ....	Dec. 9, 1910	Feb. 26, 1919	7.55
Kline, Franz .....	May 23, 1910	Mar. 21, 1919	7.37
Klippert, Henry Laessle. ....	Oct. 28, 1908	Feb. 6, 1918	7.35
Klose, William .....	June 21, 1911	Feb. 3, 1921	8.35
Klotz, Louis Charles. ....	Aug. 11, 1911	Sept. 3, 1919	7.41
Klotz, Robert J. ....	July 13, 1912	Sept. 7, 1920	7.53
Knapp, George Warren. ....	May 22, 1913	Sept. 7, 1921	8.09
Knapp, John Walter. ....	Feb. 8, 1911	Sept. 4, 1919	7.70
Knaup, William Charles. ....	June 3, 1909	Feb. 7, 1917	7.48
Knecht, Harry .....	July 25, 1911	Feb. 3, 1921	7.65
Knowles, William Harvey. ....	Sept. 1, 1912	Sept. 8, 1921	7.20

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Kolar, Joseph .....	Aug. 14, 1911	Feb. 23, 1921	7.41
Kolb, Christopher Earl.....	Dec. 10, 1907	Feb. 6, 1917	7.02
Kramer, Frederick Jacob.....	Feb. 4, 1909	Feb. 6, 1917	7.09
Krohmer, Francis Joseph.....	April 2, 1908	Feb. 6, 1917	7.45
Kugler, Robert Allen.....	Mar. 13, 1911	Feb. 2, 1921	7.53
Kurr, Charles William.....	Nov. 25, 1910	Sept. 7, 1920	7.20
Kurtz, David Leroy.....	Sept. 9, 1910	Feb. 26, 1919	7.44
LA FRANCE, CLARENCE B. ....	Mar. 26, 1911	Nov. 17, 1919	7.62
Lampert, Kenneth E.....	Sept. 17, 1912	Feb. 4, 1920	7.86
Lance, Blaine William.....	June 12, 1910	Feb. 5, 1919	8.39
Lanciano, Frederick .....	Aug. 12, 1910	Nov. 17, 1919	7.70
Land, Harold .....	Oct. 16, 1912	Feb. 8, 1922	7.95
Lane, Frederick Jackson.....	April 30, 1913	Feb. 2, 1921	7.38
Lanoco, Joseph Louis.....	Oct. 2, 1910	Sept. 5, 1918	7.90
Latella, Dominic .....	Oct. 23, 1911	Oct. 17, 1921	7.32
Lauer, Milton.....	Oct. 15, 1910	Sept. 4, 1918	7.30
Layman, Charles Franklin.....	Oct. 13, 1908	Nov. 14, 1916	
Layman, William L. ....	Mar. 22, 1910	Nov. 19, 1918	7.53
Lehman, Samuel Bryan.....	Dec. 6, 1906	Feb. 3, 1916	
Leitz, Edward F.....	Mar. 22, 1912	Sept. 8, 1920	7.14
Lemke, Leighton Ira.....	Dec. 24, 1911	Sept. 7, 1921	7.60
Lemmon, Edward B.....	Aug. 3, 1909	Sept. 4, 1918	7.65
Lennox, Joseph Hershey.....	Feb. 27, 1910	Feb. 6, 1918	7.70
Levay, Thomas Francis Naulty.....	June 16, 1910	Nov. 19, 1918	7.55
Levy, Michael .....	Apr. 21, 1911	Nov. 19, 1918	7.60
Lewis, George Wilson.....	Aug. 21, 1912	Feb. 2, 1921	7.22
Lewis, James S.....	April 21, 1911	Sept. 7, 1920	7.55
Lewis, William Albert.....	Aug. 6, 1909	Nov. 22, 1917	
Liebig, Charles Anthony.....	June 27, 1912	Nov. 18, 1920	7.99
Lisi, Alfredo .....	Aug. 26, 1910	Sept. 4, 1918	8.10
Lloyd, Harry Aylesworth.....	Feb. 7, 1909	Feb. 6, 1918	7.41
Lloyd, Robert B.....	June 24, 1912	Sept. 8, 1920	7.55
Longo, Frederick .....	Sept. 19, 1910	Sept. 3, 1919	7.72
Lord, Albert Ellsworth.....	May 9, 1910	Jan. 13, 1919	7.40
Lotwick, George W. ....	July 24, 1910	Feb. 26, 1918	7.20
Love, Walter J. C.....	Jan. 3, 1913	Nov. 18, 1920	7.23
Lovett, Frederick P. ....	May 23, 1911	Sept. 22, 1920	7.28
Lowe, George Theodore.....	Feb. 7, 1913	Sept. 22, 1920	8.00
Lucas, Clyde A.....	Apr. 4, 1913	Feb. 3, 1921	7.58
Lucas, Michael .....	Sept. 17, 1910	Feb. 24, 1920	7.41
Lugan, Harry Christ.....	Nov. 25, 1911	Sept. 4, 1919	7.72
MCCARRIN, JOHN .....	Oct. 23, 1911	Sept. 4, 1919	7.53
McCartney, Reed Lee.....	Sept. 25, 1912	Sept. 8, 1921	8.12
McCausland, William H. ....	Mar. 7, 1912	Sept. 23, 1919	7.48
McClelland, Arthur Edwin.....	Aug. 5, 1910	Feb. 26, 1918	7.14
McClelland, Russell J.....	Feb. 10, 1908	Feb. 2, 1916	6.30
McClelland, Walter Rowen.....	Dec. 11, 1913	Sept. 21, 1921	8.22
McCormick, James Sargent.....	Feb. 4, 1913	Sept. 21, 1921	8.02
McCracken, Robert Douglass.....	Apr. 26, 1912	Sept. 21, 1921	7.65
McCulloch, Malcolm .....	Oct. 15, 1910	Sept. 4, 1919	7.40
McFadden, George .....	Dec. 25, 1911	Sept. 7, 1921	7.57
McFeeters, William Henry.....	Mar. 27, 1913	Sept. 5, 1918	8.20



# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
McGarvey, James P. ....	Aug. 18, 1911	Sept. 3, 1919	7.50
McGraw, Edward Ramage.....	Dec. 25, 1910	Feb. 4, 1919	7.63
McHose, Robert Edwin.....	June 17, 1911	Nov. 18, 1920	8.19
McIllwain, Edward .....	Aug. 28, 1911	Feb. 26, 1919	7.62
McKelvey, Howard Sinner.....	Apr. 3, 1911	Nov. 18, 1920	7.20
McKinley, John Robert.....	Apr. 22, 1913	Sept. 6, 1922	
McKinney, Charles A. ....	Feb. 20, 1911	Nov. 30, 1920	7.50
McLaughlin, Joseph .....	Feb. 21, 1912	Oct. 13, 1921	7.81
McMenamin, Leon .....	Feb. 5, 1913	Nov. 18, 1920	7.46
McMullen, Edward .....	Sept. 16, 1910	Sept. 7, 1920	7.70
McMullen, John Armstrong.....	Jan. 6, 1912	Sept. 7, 1920	7.49
McVeigh, William H. ....	Mar. 9, 1912	Feb. 4, 1919	7.43
Mabrey, Martin .....	Feb. 4, 1912	Sept. 4, 1919	7.56
Mabry, Oscar Daniel Lee.....	Jan. 20, 1911	Sept. 3, 1919	8.16
Macowsky, Frank Theodore.....	Mar. 1, 1910	Nov. 22, 1917	7.40
Maes, Oscar John .....	Aug. 11, 1911	Feb. 5, 1919	7.64
Magargal, Charles F. ....	Nov. 11, 1907	Feb. 3, 1916	6.70
Magargal, Elmer Burns .....	June 19, 1909	Sept. 5, 1917	7.20
Magistrini, Rudolph Otto.....	June 28, 1909	Sept. 5, 1917	7.41
Malony, Russell Sylvester.....	Jan. 29, 1910	Nov. 19, 1918	7.40
Malia, Martin .....	Dec. 23, 1911	Feb. 3, 1921	7.98
Mannal, Gilbert H. V. M. ....	Sept. 10, 1910	Sept. 4, 1918	7.70
Manning, George Lawrence.....	May 25, 1911	Feb. 4, 1919	7.67
Mansolino, Antonio .....	Mar. 15, 1908	Feb. 2, 1916	6.92
Marinelli, Carlo Antonio.....	Nov. 26, 1911	Sept. 8, 1921	7.05
Markel, Carl Ernest.....	Jan. 27, 1912	Feb. 3, 1921	7.38
Maron, David .....	Jan. 23, 1912	Sept. 4, 1919	7.18
Maser, Joseph Victor.....	Apr. 21, 1913	Feb. 3, 1921	7.96
Mason, John .....	Jan. 6, 1912	Sept. 4, 1919	7.87
Mason, Walter Lloyd.....	Jan. 6, 1912	Sept. 4, 1919	7.99
Mathews, John .....	Nov. 4, 1913	Sept. 6, 1922	
Matthews, Samuel Alexander.....	Jan. 28, 1911	Feb. 4, 1919	7.67
Maurer, Robert Lawrence.....	July 6, 1910	Nov. 19, 1918	7.32
Mayer, P. Monroe V. ....	June 25, 1910	Feb. 26, 1918	7.36
Mazrocchi, Charobinno .....	Aug. 12, 1911	Feb. 3, 1921	7.49
Meekins, James Holt.....	Feb. 25, 1910	Sept. 3, 1919	7.75
Meikeljohn, Albert William.....	Jan. 28, 1912	Sept. 7, 1920	7.99
Meiskey, Charles Woodrow.....	July 29, 1912	Sept. 8, 1920	7.54
Mendenhall, Jess .....	Apr. 17, 1912	Nov. 17, 1919	7.35
Metzger, Howard Paul.....	Apr. 1, 1909	Sept. 4, 1918	7.10
Meyer, Albert .....	Feb. 22, 1913	Sept. 6, 1922	
Michaels, William Talmage.....	May 11, 1913	Feb. 3, 1921	7.65
Miesen, Frank .....	Feb. 28, 1911	Feb. 4, 1919	7.66
Miller, David K. ....	Oct. 16, 1912	Sept. 21, 1921	7.54
Miller, Edward Clyde.....	Jan. 29, 1910	Sept. 20, 1917	7.27
Miller, Eugene Riland.....	May 31, 1912	Feb. 7, 1922	7.49
Miller, Frederick Andrew.....	Aug. 19, 1913	Nov. 17, 1919	7.64
Miller, Frederick Frank.....	Mar. 18, 1911	Feb. 3, 1920	7.29
Miller, Howard Brierly.....	Jan. 17, 1911	Sept. 5, 1918	7.60
Miller, Jacob John.....	Aug. 23, 1910	Sept. 5, 1918	7.36
Miller, Paul Shertzer.....	Jan. 4, 1912	Sept. 8, 1921	7.56
Miller, Robert Edward.....	May 8, 1911	Feb. 5, 1919	7.67
Miller, William Frederick.....	Nov. 21, 1907	Sept. 22, 1915	7.43
Mills, Howard Samuel.....	Mar. 18, 1913	Sept. 6, 1922	

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Mills, John William.....	June 14, 1911	Feb. 3, 1921	7.55
Minecci, Giuseppe.....	Jan. 4, 1911	Nov. 17, 1919	7.77
Minieri, Francesco.....	Sept. 9, 1911	Feb. 26, 1919	7.55
Moffitt, Donald Gordon.....	June 14, 1908	Nov. 14, 1916	6.55
Montgomery, Charles Swayne.....	July 17, 1907	Sept. 15, 1915	
Mood, James Freeland.....	Sept. 16, 1910	Sept. 4, 1918	7.50
Moore, Albert.....	May 1, 1912	Sept. 8, 1921	7.65
Moore, Alfred L.....	Dec. 2, 1910	Sept. 23, 1919	8.15
Moore, Edwin Stevenson.....	Nov. 18, 1909	Sept. 4, 1918	7.60
Moore, Raymond Robert.....	July 8, 1912	Sept. 22, 1920	7.39
Moore, Tener Stuart.....	Jan. 16, 1911	Sept. 5, 1918	7.32
Moran, Charles Francis.....	June 9, 1912	Sept. 4, 1918	7.54
Morgan, Donald.....	Dec. 3, 1911	Sept. 4, 1919	7.79
Morris, James A.....	Aug. 30, 1911	Feb. 3, 1920	7.72
Morris, John E.....	Aug. 16, 1912	Feb. 3, 1920	7.23
Morris, William M.....	Feb. 14, 1912	Sept. 4, 1919	7.60
Morrison, Walter Lewis.....	Oct. 19, 1911	July 11, 1919	7.34
Morrow, Charles A.....	Apr. 19, 1911	Sept. 8, 1920	7.70
Moscardello, Salvatore Alfred.....	Feb. 24, 1912	Feb. 7, 1922	7.64
Mosier, Charles Elbert.....	Mar. 28, 1912	Sept. 8, 1921	7.72
Moss, George Washington.....	Sept. 12, 1911	Feb. 5, 1919	7.71
Motter, Claude Arthur.....	June 14, 1909	Feb. 6, 1918	7.25
Munch, Allen Howard.....	Apr. 8, 1910	July 1, 1919	7.26
Munch, William Edward.....	Sept. 17, 1907	Feb. 2, 1916	6.80
Myers, Clyde Jacob.....	Oct. 25, 1913	Sept. 21, 1921	7.56
Myers, Fred. H.....	Mar. 19, 1910	Sept. 5, 1918	7.76
NACKMAN, ARTHUR A.....	May 14, 1911	Sept. 4, 1919	8.05
Nappert, John Alvin.....	Oct. 17, 1910	Feb. 4, 1919	7.57
Neibert, Alois Anton.....	Nov. 16, 1909	Sept. 5, 1918	7.40
Neibert, Joseph.....	Sept. 5, 1912	Feb. 4, 1920	7.56
Nixdorf, John Frederick.....	Mar. 8, 1909	Feb. 7, 1917	7.55
Noble, Frederick Richard.....	Mar. 28, 1913	Sept. 6, 1922	7.94
Noble, John Burcher.....	Jan. 30, 1912	Jan. 23, 1922	
Norris, Michael Joseph.....	Sept. 8, 1911	Feb. 4, 1920	7.53
Norris, William.....	Aug. 5, 1911	Feb. 5, 1919	8.27
Notarfrancesco, Vito Antonio.....	May 6, 1909	Sept. 20, 1917	7.43
Notz, Frederick Frank.....	July 29, 1909	Nov. 19, 1918	7.30
Notz, Woodrow W.....	Mar. 19, 1912	Sept. 23, 1919	7.47
Null, Frederick Louis.....	Sept. 2, 1912	Feb. 8, 1922	7.55
Nulton, Fred. George.....	Mar. 3, 1913	Nov. 18, 1920	7.46
O'BOYLE, ROBERT HENRY.....	Mar. 28, 1910	Sept. 5, 1918	7.60
Orwig, Edgar Merritt.....	Dec. 15, 1911	Sept. 8, 1921	7.96
Osborn, Larner Dutch.....	Oct. 26, 1909	Sept. 20, 1917	7.36
Ostrom, Carl Eric.....	May 29, 1912	Sept. 7, 1920	8.17
OSTROM, KURRE W.....	Aug. 27, 1913	Sept. 7, 1920	8.10
Ottone, Paul.....	Feb. 1, 1912	Sept. 8, 1921	7.83
PAINTER, LUTHER.....	Oct. 22, 1911	Sept. 3, 1919	7.27
Paladino, Vincent.....	Jan. 1, 1910	Feb. 5, 1918	7.41
Pantall, Richard Earl.....	May 11, 1908	Nov. 22, 1917	7.10
Partridge, George.....	Nov. 6, 1912	Sept. 8, 1910	7.14
Partridge, William.....	June 26, 1903	Feb. 4, 1919	7.20
Patterson, Robert Kelso.....	Aug. 19, 1910	Jan. 2, 1919	7.30

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<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Patton, Albert J. ....	Mar. 22, 1911	Feb. 5, 1919	7.86
Peake, Robert D. ....	Nov. 2, 1910	Sept. 8, 1920	7.68
Pealer, Charles W. W. ....	Mar. 24, 1910	Sept. 4, 1918	8.00
Peppler, Alvin Theodore.....	Nov. 23, 1909	Feb. 4, 1919	7.80
Peterson, Henry Walter.....	Jan. 23, 1911	July 11, 1919	7.80
Phizenmayer, Paul.....	Oct. 27, 1911	Oct. 12, 1921	7.71
Pfrommer, Herman J. ....	July 16, 1910	Oct. 24, 1916	7.22
Phillips, Edward .....	Feb. 19, 1912	Nov. 18, 1920	7.78
Pigott, Charles H. ....	Aug. 2, 1912	Sept. 7, 1920	7.33
Pinebird, George .....	Sept. 10, 1911	Feb. 24, 1920	7.81
Polk, Charles A. ....	Apr. 12, 1910	Feb. 5, 1919	7.65
Polk, George William.....	Apr. 12, 1910	Feb. 5, 1919	7.17
Pollock, Lawrence .....	Jan. 22, 1912	Feb. 3, 1921	7.88
Poppei, Maurice William.....	Apr. 2, 1912	Nov. 22, 1921	7.54
Powers, James Sidney.....	Apr. 21, 1911	Feb. 2, 1921	7.76
Powers, Ralph Franklin.....	May 1, 1913	Feb. 2, 1921	7.78
Price, Harold Thomas.....	July 16, 1908	Oct. 25, 1916	7.45
Probert, Charles William.....	Jan. 17, 1912	Sept. 23, 1919	8.36
Prosser, William Henry.....	May 4, 1910	Sept. 3, 1919	7.50
Pruyne, Willard P. ....	Dec. 18, 1907	Sept. 22, 1915	7.32
QUIRK, FRANCIS JOSEPH.....	Aug. 26, 1909	Feb. 26, 1918	7.80
RAKER, WILLIAM MORGAN.....	Apr. 9, 1909	Nov. 19, 1918	7.30
Ramsay, William Edward.....	Nov. 13, 1909	Sept. 4, 1918	7.19
Ramsay, Edwin Wallace.....	Mar. 28, 1910	Sept. 4, 1918	7.83
Rauh, George Christian.....	Feb. 5, 1910	Sept. 20, 1917	8.03
Read, William Earl.....	Mar. 7, 1910	Feb. 6, 1918	8.10
Reckard, Allen George.....	Dec. 6, 1909	Sept. 5, 1918	7.15
Rees, Albert J. ....	Mar. 11, 1911	Feb. 3, 1920	7.49
Rees, Robert .....	May 8, 1912	Nov. 17, 1919	7.73
Reese, Harold .....	Apr. 19, 1912	Nov. 17, 1919	7.86
Reidenback, Henry August.....	Sept. 25, 1908	Sept. 5, 1917	7.20
Reidy, John Thomas.....	Dec. 18, 1911	Nov. 22, 1921	7.75
Reilly, John Calvin.....	Apr. 3, 1910	Sept. 4, 1918	7.70
Reilly, John Thomas.....	Feb. 2, 1911	Sept. 5, 1918	7.42
Reinecker, Cornelius Dale.....	May 4, 1910	Feb. 4, 1920	7.40
Reinecker, Walter M. ....	Jan. 31, 1912	Feb. 4, 1920	7.49
Rex, Merrill R. ....	Dec. 19, 1911	Sept. 7, 1920	7.36
Ricardo, George Bonnin.....	Dec. 9, 1909	Sept. 5, 1918	7.35
Richards, Ambrose Henry.....	Apr. 12, 1908	Oct. 25, 1916	6.80
Rickenbach, Bertolet .....	Sept. 28, 1912	Feb. 7, 1922	7.54
Rigg, George Hamilton.....	Feb. 19, 1912	Nov. 18, 1920	7.08
Roan, Elmer Ellsworth.....	Oct. 15, 1912	Sept. 7, 1921	7.09
Robbins, George William.....	Feb. 10, 1913	Nov. 18, 1920	7.50
Roberts, Kenneth C. ....	Oct. 17, 1908	Oct. 25, 1916	7.50
Robertson, Malcolm Henry.....	Apr. 5, 1912	Sept. 7, 1920	7.43
Robinson, Edward Joseph.....	Feb. 16, 1911	Sept. 5, 1918	7.90
Robinson, Harry Eugene.....	Feb. 3, 1910	Feb. 26, 1918	7.70
Robrer, Richard R. ....	May 25, 1912	Nov. 17, 1919	7.70
Ross, John Bernal.....	Apr. 13, 1911	Sept. 22, 1920	7.88
Rowan, Louis .....	Jan. 12, 1912	Feb. 2, 1921	7.45
Rubin, Ralph .....	Aug. 15, 1912	Sept. 4, 1918	7.84
Rush, Albert Charles.....	Sept. 24, 1909	Mar. 14, 1918	7.50

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Rush, James M. ....	Aug. 12, 1910	Feb. 19, 1920	7.26
Russell, William McLuttre.....	July 25, 1909	Feb. 5, 1918	7.20
SACK, GEORGE HENRY.....	Aug. 31, 1910	Sept. 4, 1918	7.10
Sasse, Charles Edward.....	Sept. 28, 1907	Feb. 7, 1917	7.77
Saul, Eugene R. ....	Apr. 8, 1912	Feb. 4, 1920	7.39
Sbaraglia, Joseph .....	Mar. 6, 1913	Sept. 7, 1921	7.37
Scalbrito, Salvatore .....	Aug. 27, 1912	Sept. 7, 1921	7.75
Schaffer, Alfred Watson.....	Aug. 28, 1910	Feb. 4, 1919	7.63
Schaffer, Arthur Frederick.....	Dec. 10, 1910	Sept. 4, 1919	7.64
Schall, Chester David.....	June 23, 1911	Feb. 4, 1919	7.14
Schatzle, Frank .....	April 30, 1912	Nov. 18, 1920	8.48
Scheib, William R .....	Jan. 2, 1913	Sept. 8, 1920	7.41
Scheirer, Robert R. ....	Nov. 14, 1911	Feb. 4, 1920	7.73
Schick, Charles Adolph.....	Mar. 7, 1910	July 11, 1919	7.52
Schmidheiser, Charles John.....	Feb. 24, 1912	Nov. 18, 1920	7.64
Schneider, Benjamin Joseph.....	Sept. 15, 1911	Sept. 8, 1921	7.38
Schuck, Charles Frederick.....	Oct. 21, 1912	Sept. 7, 1920	7.97
Schuck, John Jacob.....	June 9, 1911	Feb. 4, 1919	7.99
Schultz, Henry Lester.....	Mar. 22, 1910	Sept. 4, 1918	7.67
Schwoerer, Ambrose John.....	Apr. 15, 1912	Sept. 8, 1921	7.16
Scott, Benjamin .....	May 30, 1910	Feb. 4, 1919	7.42
Scott, Fred. Lee.....	April 16, 1910	Nov. 19, 1918	7.96
Scott, Wilfred Charles.....	Sept. 17, 1912	Feb. 8, 1922	
Scott, John Eaton.....	Mar. 11, 1913	Nov. 17, 1922	8.13
Scoville, Kenneth .....	Nov. 17, 1911	Sept. 23, 1919	7.13
Sedmak, Peter .....	Mar. 3, 1912	Nov. 18, 1920	7.30
Seese, Thayer Boyd.....	July 1, 1912	Sept. 7, 1920	7.40
Seiders, Harry .....	Feb. 20, 1913	Feb. 2, 1921	7.78
Seldon, Winfred J. ....	April 1, 1910	Sept. 23, 1919	7.30
Seuffert, George C. ....	Sept. 4, 1910	Sept. 3, 1919	7.83
Shackerman, Harold.....	Feb. 28, 1909	Sept. 20, 1917	6.81
Shaffer, Albert .....	Sept. 2, 1908	Aug. 31, 1918	7.34
Shaffer, Francis Rudolph.....	Aug. 26, 1911	Feb. 3, 1920	7.28
Shanabrook, Elvin Rhoads.....	Oct. 3, 1909	Feb. 4, 1919	8.00
Sharkey, William Leo.....	Mar. 28, 1912	Sept. 22, 1920	7.55
Shaw, Robert .....	Aug. 7, 1911	Sept. 3, 1919	7.08
Sheldrake, Henry Wallace.....	Jan. 3, 1911	Sept. 5, 1918	7.83
Sheridan, Robert .....	Jan. 13, 1911	Sept. 5, 1918	7.40
Sherwood, Edwin L. ....	July 13, 1912	Sept. 8, 1920	7.33
Sherwood, Randolph M. ....	Dec. 29, 1910	Sept. 8, 1920	7.83
Shesko, Anthony .....	Oct. 14, 1911	Sept. 7, 1921	7.75
Shortlidge, Edwin George.....	Aug. 31, 1911	Feb. 5, 1919	8.10
Shoucair, William .....	Oct. 2, 1912	Sept. 22, 1920	7.54
Shuey, Peter Thomas.....	May 1, 1911	Feb. 5, 1919	7.91
Shuey, William Henry.....	Nov. 28, 1912	Sept. 8, 1920	8.13
Siddons, Lawrence Edward.....	Jan. 12, 1912	Sept. 21, 1921	7.53
Siegle, George G. ....	Dec. 17, 1911	Sept. 4, 1919	7.58
Sillman, Karl Eckerman.....	July 10, 1911	Feb. 4, 1919	7.62
Simes, Robert J. ....	Dec. 19, 1911	Sept. 4, 1919	7.17
Simmons, Peter A. ....	Feb. 20, 1911	Sept. 3, 1919	7.43
Sipple, John Alexander.....	Aug. 28, 1911	Feb. 5, 1919	7.71
Slowey, Martin J.....	Sept. 9, 1909	Sept. 5, 1919	7.50
Smith, Franklin Pitcher.....	Nov. 11, 1910	Sept. 4, 1918	7.92

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Smith, Gerald .....	July 4, 1912	Feb. 4, 1920	7.89
Smith, Howard S. ....	May 20, 1912	Sept. 7, 1921	7.57
Smith, John Frederick .....	June 21, 1907	Feb. 9, 1915	6.96
Smith, Joseph John .....	Oct. 11, 1911	Feb. 4, 1919	7.52
Smith, Robert Totten .....	Jan. 10, 1913	Sept. 22, 1920	7.73
Somers, Charles Alfred .....	Aug. 27, 1909	Sept. 4, 1918	7.20
Sommers, Donald Schroeder .....	Nov. 27, 1909	Sept. 6, 1917	7.75
Spahr, Edwin George .....	Nov. 5, 1912	Feb. 3, 1921	7.93
Spaulding, Ernest L. ....	Jan. 10, 1912	Sept. 4, 1919	7.54
Spencer, Ernest Erle .....	Feb. 12, 1910	Sept. 5, 1918	7.04
Spotts, James Frederick .....	Mar. 15, 1910	Nov. 20, 1917	7.20
Spyker, Robert Newton .....	June 3, 1909	Feb. 7, 1917	7.30
Stanshine, Harry .....	June 19, 1911	Sept. 5, 1917	7.30
Steele, Robert E. ....	Oct. 10, 1909	Sept. 4, 1919	7.40
Steiner, George Albert .....	May 1, 1912	Sept. 22, 1920	7.54
Stella, Giordano .....	July 24, 1911	Feb. 4, 1920	7.86
Stem, Harry .....	Apr. 18, 1912	Feb. 2, 1921	7.96
Sterling, Harry Ellsworth .....	June 19, 1912	Feb. 2, 1921	7.51
Stoehr, George W. ....	Mar. 23, 1912	Sept. 23, 1919	8.34
Stoehr, Harvey Edward .....	Dec. 31, 1913	Sept. 21, 1921	8.11
Stoneham, Harrison Alexander .....	Nov. 10, 1912	Nov. 18, 1920	7.42
Stoner, Benjamin T. ....	Oct. 19, 1911	Sept. 3, 1919	7.82
Strittmatter, Albert Alfred .....	Jan. 5, 1913	Sept. 22, 1920	7.79
Strittmatter, James Northwood .....	Mar. 2, 1912	Sept. 22, 1920	7.96
Strittmatter, William .....	May 13, 1911	Feb. 3, 1920	7.55
Stutzman, Robert F. ....	July 4, 1909	Feb. 4, 1919	7.55
Swirsding, John Daniel .....	July 15, 1911	Mar. 16, 1920	7.06
Switt, Isadore .....	Mar. 7, 1910	Nov. 22, 1917	7.35
TALLON, ALVIN DAY .....	June 10, 1910	Feb. 4, 1919	7.52
Tallon, James Arthur .....	April 27, 1909	Feb. 4, 1919	7.20
Tanner, Earl Richard .....	Oct. 18, 1913	Sept. 8, 1921	7.75
Tempest, Edward J. ....	Aug. 7, 1910	Sept. 4, 1918	7.40
Terlingo, Gerard .....	Sept. 5, 1912	Mar. 14, 1922	7.95
Tetlow, Charles Jobes .....	May 8, 1910	Sept. 3, 1919	7.30
Thomas, Herbert Alton .....	Jan. 7, 1911	Feb. 5, 1919	7.38
Thomas, Joseph James .....	Sept. 20, 1909	Feb. 5, 1919	7.80
Thomas, Francis Neavitt .....	Aug. 15, 1910	Feb. 5, 1919	7.29
Thorne, Percy Byers .....	Oct. 17, 1909	Sept. 5, 1917	7.44
Thornton, Harold William .....	June 8, 1912	Feb. 8, 1922	7.77
Tinkleman, Bernard .....	Sept. 26, 1913	Sept. 21, 1921	7.70
Tomlin, Harry .....	Oct. 23, 1908	Oct. 25, 1916	7.19
Tourer, Henry S. ....	April 30, 1912	Nov. 18, 1920	7.55
Toujee, Warren A. ....	Sept. 23, 1911	Sept. 22, 1920	6.81
Townsend, Layshon Williams .....	Feb. 11, 1909	Feb. 7, 1917	7.90
Trend, John William .....	Feb. 27, 1912	Feb. 4, 1920	7.65
Turner, Edward Arthur .....	Nov. 4, 1912	Sept. 22, 1920	7.70
Turner, John Henry .....	Mar. 27, 1911	Sept. 22, 1920	7.76
Tuttle, William Norris .....	Sept. 15, 1912	Sept. 7, 1920	7.73
Twining, Elmer Ellsworth .....	Jan. 1, 1911	Sept. 5, 1918	7.80
VANDEGRIFT, ARTHUR .....	July 19, 1912	Feb. 4, 1920	7.54
Vang, Karl E. ....	June 25, 1911	Feb. 3, 1920	7.68
Van Horn, David A. ....	April 26, 1911	Feb. 19, 1920	7.74

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>
Van Horn, George Washington.....	July 31, 1908	Oct. 25, 1916
VANKIRK, CHESTER.....	July 23, 1912	Sept. 22, 1920
Vare, Charles Kolb.....	Aug. 7, 1910	Sept. 3, 1919
Varello, Joseph Thomas.....	Mar. 12, 1910	Feb. 4, 1919
Varner, Leroy Edward.....	Feb. 14, 1911	Nov. 19, 1918
Vitale, Pasquale.....	Aug. 8, 1911	Feb. 3, 1920
Volpe, Raphael.....	July 1, 1910	Nov. 19, 1918
WADSWORTH, LAUREN RUTH.....	April 28, 1909	Sept. 5, 1918
Wales, Walter.....	Mar. 31, 1911	Nov. 19, 1918
Walker, John Bowman.....	Dec. 2, 1910	Sept. 8, 1920
Walker, Raymond Patrick.....	Oct. 1, 1912	Feb. 2, 1921
Walters, Edmund T.....	May 6, 1911	Sept. 8, 1920
Walton, Stephen Anthony.....	Mar. 26, 1913	Feb. 7, 1922
Weakley, Glen Martin.....	Mar. 8, 1911	Feb. 2, 1922
Weaver, Earl J.....	Feb. 20, 1911	Nov. 30, 1920
Weaver, John Harry.....	Jan. 13, 1909	Sept. 6, 1917
Weaver, Maus Eri.....	Aug. 19, 1909	Feb. 26, 1919
Weber, Edwin Melchoir.....	April 10, 1910	Sept. 3, 1919
Weber, John Milton.....	May 10, 1912	Sept. 8, 1921
Weidman, Harry Townley.....	May 21, 1910	Feb. 3, 1920
Weinberg, Albert Leon.....	Feb. 9, 1911	Sept. 5, 1918
Weinburg, Arthur.....	Nov. 17, 1911	Nov. 17, 1919
Weinhardt, Albert W.....	April 15, 1912	Sept. 8, 1920
Weinstein, Keeve.....	Oct. 28, 1912	Feb. 2, 1921
Weitz, William John.....	Oct. 4, 1911	Sept. 8, 1921
White, Samuel.....	Oct. 25, 1910	Sept. 4, 1918
Wiessler, Gerald Charles.....	May 11, 1912	Feb. 2, 1921
Wilcox, Charles Albert.....	Jan. 19, 1910	Sept. 20, 1917
Wildes, John Frederick.....	Nov. 25, 1906	Oct. 25, 1916
Williams, Daniel Brainard.....	Sept. 20, 1911	Sept. 7, 1921
Williams, Donald.....	Feb. 22, 1910	Feb. 6, 1918
Williams, Richard Edwin.....	Nov. 8, 1912	Nov. 18, 1920
Williams, Richard James.....	Dec. 12, 1910	Feb. 26, 1919
Williams, Water Kenneth.....	Nov. 15, 1909	Sept. 5, 1917
Williams, William J.....	July 19, 1910	Feb. 26, 1919
Wilson, Charles Felton.....	July 7, 1912	Feb. 3, 1921
Wilson, Delbert J.....	Sept. 3, 1912	Feb. 4, 1920
Wilson, Homer Frederick.....	June 3, 1908	Feb. 6, 1918
Winnai, Henry Frederick.....	Aug. 18, 1909	Sept. 5, 1917
Wolfinger, Augustus.....	Oct. 14, 1910	Sept. 5, 1918
Woodland, Howard Nelson.....	Feb. 26, 1912	Sept. 23, 1913
Woods, James Ellsworth.....	Oct. 16, 1913	Sept. 6, 1922
Woods, Paul Edward.....	Dec. 30, 1911	Sept. 23, 1919
Wright, Douglas.....	Aug. 23, 1912	Feb. 7, 1922
Wurst Edward H.....	Dec. 14, 1911	Sept. 8, 1920
Wynkop, Max Edwin.....	Aug. 4, 1912	Feb. 7, 1922
YEAGER, RICHARD D.....	Oct. 5, 1910	Sept. 4, 1918
Yemm, George.....	Jan. 16, 1913	Sept. 8, 1921
Yocum, Clifford Allen.....	Mar. 23, 1911	Nov. 19, 1918
Yocum, Harold W.....	Sept. 2, 1910	Sept. 4, 1919
Youngkin, Andrew Joseph.....	June 2, 1910	Feb. 5, 1918
Young, Henry Alexander.....	April 8, 1914	Sept. 6, 1922

# GRAMMAR SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Young, Joseph H. C.....	Nov. 25, 1910	Sept. 7, 1920	7.43
Yrigoyen, Charles .....	Feb. 21, 1911	Sept. 5, 1918	7.60
ZINN, WILLIAM R.....	Dec. 9, 1911	Feb. 3, 1920	7.85
Zoerner, Arthur Armin.....	Sept. 30, 1911	Feb. 25, 1919	7.72
Zeller, Walter Gustave.....	Jan. 18, 1913	Sept. 7, 1921	7.47
Zucca, Joseph .....	Mar. 17, 1909	Feb. 26, 1918	7.20
Zurhieh, Willard McLean.....	Nov. 19, 1913	Feb. 8, 1922	

# PRIMARY SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Abraham, Fred Joseph.....	Oct. 15, 1913	Sept. 6, 1922	
Albertson, Charles Donel.....	July 21, 1913	Sept. 6, 1922	
Allen, Coulter Boileau.....	Dec. 17, 1913	Feb. 7, 1922	7.37
Ankins, Walter W. ....	Dec. 15, 1913	Sept. 7, 1922	
Artz, Clair Albert.....	July 19, 1914	Sept. 6, 1922	
BALAS, LEWIS .....	Feb. 25, 1914	Mar. 10, 1922	7.82
Bamford, John Russell.....	May 30, 1913	Feb. 3, 1921	7.46
Beach, Walter Russel.....	Oct. 20, 1913	Sept. 8, 1921	7.28
Bedell, Peter Bryce.....	July 10, 1914	Sept. 7, 1922	
Bell, Raymond Oscar.....	July 9, 1914	Sept. 6, 1922	
Betz, Samuel Brown.....	Oct. 31, 1913	Sept. 6, 1922	
Boselego, John .....	June 24, 1914	Nov. 15, 1922	
Boyle, John Edward.....	July 29, 1913	Sept. 8, 1921	7.73
Branstetter, Bruce Franklin.....	Dec. 6, 1913	Sept. 6, 1922	
Bruse, George .....	Aug. 19, 1912	Sept. 7, 1920	7.13
Bushnell, Edward .....	July 10, 1914	Sept. 7, 1920	7.60
CALDWELL, GEORGE THORPE.....	Sept. 18, 1914	Nov. 16, 1922	
Callahan, Charles M. ....	Nov. 27, 1915	Feb. 7, 1922	7.25
Campbell, Richard William F. ....	Nov. 15, 1913	Feb. 8, 1922	
Capuzzi, Rocco .....	Jan. 26, 1914	Sept. 7, 1922	
Carr, Daniel Burk.....	May 10, 1914	Feb. 7, 1922	7.47
Cessna, Charles Leroy.....	Dec. 1, 1912	Feb. 3, 1921	7.32
Cheney, Walden Gardner.....	Aug. 19, 1913	Sept. 8, 1921	7.36
Ciavarelli, Mario .....	Dec. 23, 1913	Feb. 8, 1922	6.79
Clappier, Herbert F. ....	Feb. 28, 1914	Nov. 18, 1922	
Clauser, Joseph D. ....	July 4, 1914	Nov. 15, 1922	
Connell, John Alexander.....	July 31, 1913	Feb. 8, 1922	7.26
Costanzo, Santo .....	Dec. 28, 1913	Feb. 7, 1922	7.46
Costello, Walter .....	Nov. 16, 1914	Nov. 16, 1922	
Cotton, Mahlon Walter.....	Dec. 24, 1913	Nov. 22, 1921	7.79
Cox, Thomas Raymond.....	Jan. 10, 1914	Feb. 8, 1922	7.43
Craft, Raymond Woodrow.....	July 13, 1913	Sept. 8, 1921	7.49
Craver, Kenneth Wagner.....	Mar. 17, 1914	Feb. 8, 1922	
Creveling, Doyle Ray.....	June 7, 1913	Feb. 3, 1921	7.98
DAVIS, ELMER CLARKSON.....	Feb. 23, 1914	Nov. 22, 1921	7.40
Davis, Robert .....	Jan. 29, 1914	Sept. 8, 1922	
Davis, William Edward.....	June 3, 1914	Sept. 6, 1922	
Dawson, William E. ....	Dec. 28, 1914	Nov. 15, 1922	
Dedeo, Peter .....	June 30, 1913	Mar. 3, 1922	
Deimler, John Wilson.....	Aug. 26, 1913	Sept. 6, 1922	
Depolter, Andrew .....	Dec. 13, 1914	Nov. 15, 1922	
De Vita, Harold .....	Feb. 13, 1913	Sept. 7, 1921	7.22
De Zengotita, Juan .....	Mar. 13, 1914	Feb. 7, 1922	7.95
Di Lauro, Antonio .....	Dec. 22, 1913	Nov. 22, 1921	8.01
Doughterty, Robert Moeller.....	April 11, 1915	Sept. 6, 1922	
Downie, John K. ....	Nov. 4, 1913	Sept. 7, 1922	



# PRIMARY SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
EHRLICH, GEORGE ELIAS.....	May 4, 1914	Feb. 8, 1922	7.0
Emmons, French Potter.....	Oct. 9, 1914	Nov. 15, 1922	
Evans, Philip .....	Mar. 13, 1914	Sept. 7, 1922	
FENTON, JOSEPH .....	Sept. 30, 1913	Sept. 6, 1922	
Finestein, Max .....	Dec. 14, 1915	Sept. 6, 1922	
Flickinger, George Maxwell.....	Aug. 25, 1913	Sept. 6, 1922	
Folk, Raymond Henry.....	Sept. 29, 1913	Feb. 7, 1922	6.9
Foreman, Joseph Ivan.....	Sept. 27, 1914	Sept. 7, 1922	
Fuhrman, Harry Wesley.....	Aug. 12, 1913	Sept. 8, 1921	7.0
GEORGE, CHARLES .....	Sept. 20, 1913	Sept. 8, 1921	7.4
Gersh, Sidney .....	Feb. 25, 1914	Feb. 7, 1922	7.1
Gessner, Carl R. ....	Dec. 30, 1913	Sept. 7, 1922	
Gibney, William Fleisher.....	Dec. 23, 1913	Nov. 22, 1921	7.6
Gilpin, Robert Elmer.....	July 31, 1914	Sept. 6, 1922	
Gimmi, Otto G. ....	Oct. 28, 1914	Sept. 15, 1922	
Graffen, Paul Mason.....	Dec. 24, 1915	Sept. 6, 1922	
Grafton, George G. ....	Feb. 23, 1913	Feb. 7, 1922	7.3
Greene, Leonard Selinsky.....	April 4, 1914	Feb. 7, 1922	7.4
HAAK, JOSEPH BERTRAM.....	June 30, 1913	Mar. 2, 1921	7.6
Haldeman, Edgar H. ....	Aug. 22, 1913	Sept. 8, 1921	8.2
Hartmanft, John Amos.....	Jan. 23, 1914	Nov. 17, 1922	
Heller, Wilson Irvin.....	Mar. 3, 1913	Oct. 16, 1922	
Herker, George Oliver.....	Feb. 9, 1914	Nov. 22, 1921	7.5
Hess, Walter .....	April 28, 1914	Feb. 7, 1922	7.0
Hexamer, John F. ....	Dec. 19, 1914	Nov. 15, 1922	
Hoolahan, Robert John.....	Mar. 7, 1913	Sept. 8, 1921	7.5
Howard, George .....	Nov. 1, 1914	Sept. 7, 1922	
INGRAM, ELMER W. ....	May 5, 1912	Nov. 30, 1920	6.9
Ispokavice, Anthony .....	Mar. 23, 1916	Nov. 15, 1922	
Ispokavice, Walter .....	Sept. 27, 1913	Sept. 6, 1922	
JENKINS, RALPH EDWARD.....	Jan. 13, 1914	Feb. 7, 1922	6.9
Johnson, Alfred R. ....	July 6, 1913	Sept. 6, 1922	
Johnson, Charles Eynon.....	July 23, 1914	Sept. 6, 1922	
Jones, Oscar Warren.....	April 19, 1912	Sept. 8, 1921	7.9
Jones, Thomas Henry.....	Oct. 2, 1913	Sept. 8, 1921	7.2
KAUFMAN, FRANKLIN FRANCIS.....	Jan. 10, 1914	Sept. 6, 1922	
Keckler, John Rollin.....	Oct. 22, 1913	Sept. 21, 1921	7.5
Kern, Irving Franklin.....	Jan. 28, 1913	Nov. 22, 1921	7.8
Kerstetter, Robert Clayton.....	Nov. 29, 1914	Nov. 15, 1922	
Kessler, Frederick Woodson.....	July 6, 1913	Oct. 16, 1922	
Killich, George Alfred.....	Nov. 16, 1913	Feb. 7, 1922	7.5
Knock, John William.....	Jan. 22, 1913	Sept. 6, 1922	
LAIRD, WALTER T. ....	April 12, 1914	Feb. 7, 1922	7.3
Latella, Peter .....	Oct. 11, 1912	Nov. 22, 1921	7.3
Lewis, George Woodman.....	June 2, 1914	Feb. 8, 1922	7.6
Liebig, Earl Russell.....	Sept. 5, 1914	Nov. 15, 1922	
Lugar, Robert Roland.....	Dec. 21, 1913	Nov. 15, 1922	
Lyford, Walter William.....	April 19, 1914	Feb. 8, 1922	7.4

# PRIMARY SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
McCUTCHEON, ROBERT GRAY.....	April 28, 1914	Sept. 6, 1922	
McKeon, Harry .....	Aug. 13, 1914	Sept. 7, 1922	
McLaughlin, Edward James.....	July 31, 1914	Sept. 6, 1922	
Markley, Gordon Herbert.....	May 2, 1914	Feb. 8, 1922	7.52
Mattern, William Frederick.....	Aug. 15, 1913	Feb. 7, 1922	7.88
Maurer, Walter Harvey.....	Oct. 14, 1913	Sept. 21, 1921	7.81
Maybin, Lawrence Barrett.....	Aug. 22, 1914	Sept. 7, 1922	
Mazzocchi, Dominick .....	Nov. 16, 1913	Nov. 15, 1922	
Meakin, Eric Edwin.....	Nov. 29, 1913	Feb. 7, 1922	7.29
Merkle, Richard Daniel.....	Feb. 10, 1914	Nov. 15, 1922	
Merrell, Norman Eugene.....	Mar. 23, 1914	Feb. 7, 1922	7.66
Midgett, Dorland Peter.....	Mar. 4, 1913	Feb. 2, 1921	7.20
Miller, Carl A.....	Sept. 5, 1914	Sept. 7, 1922	
Milner, Leo .....	Jan. 10, 1916	Feb. 7, 1922	8.10
Minter, Lloyd Craig.....	May 22, 1914	Feb. 8, 1922	7.70
Mirakian, Bedros .....	Mar. 30, 1914	Oct. 13, 1922	
Morris, Melvin Franklin.....	Dec. 23, 1913	Sept. 21, 1921	7.26
Muccelli, Robert William.....	Dec. 5, 1912	Sept. 7, 1921	7.18
NAPOLIello, OLIMPIO .....	April 3, 1914	Sept. 6, 1922	
PEDICONE, JOHN .....	Dec. 14, 1912	Sept. 7, 1922	
Pfizenmayer, Walter .....	Feb. 23, 1914	Feb. 7, 1922	7.73
Phillips, Chester Wilson.....	Oct. 23, 1913	Sept. 21, 1921	8.48
Pierce, Raymond P.....	Dec. 2, 1914	Nov. 15, 1922	
Pipp, Harold Plummer.....	Jan. 15, 1914	Sept. 6, 1922	
Pitts, Edward Aiken.....	Mar. 25, 1914	Sept. 6, 1922	
QUINN, LEONARD EDWARD.....	May 23, 1914	Nov. 15, 1922	
RAUH, JOHN L.....	May 1, 1914	Sept. 7, 1920	7.43
Raupp, Norman Russell.....	Feb. 14, 1914	Feb. 8, 1922	
Reese, John Frederick.....	Jan. 6, 1914	Sept. 6, 1922	
Reilly, Harold Floyd.....	April 29, 1914	Feb. 7, 1922	7.64
Rhiel, Lyman Joseph.....	May 10, 1913	Feb. 3, 1921	7.80
Rinehart David Amer.....	Dec. 25, 1913	Nov. 22, 1921	6.71
Ross, Francis Henry.....	April 18, 1916	Sept. 6, 1922	
Rush, Nathan Thomas.....	April 16, 1914	Feb. 8, 1922	
SALDAN, ALEXANDER .....	Nov. 18, 1915	Nov. 15, 1922	
Schaffer, John J. ....	June 23, 1914	Sept. 7, 1922	
Schaffhauser, John Rudolph.....	Feb. 17, 1914	Feb. 7, 1922	7.00
Schneider, Elmer J. ....	Nov. 9, 1914	Dec. 5, 1922	
Schoenly, Malcolm William.....	Nov. 4, 1913	Sept. 21, 1921	7.59
Seely, Donald Eugene.....	Aug. 3, 1914	Sept. 7, 1922	
Seese, Irvin William.....	Oct. 5, 1914	Sept. 7, 1922	
Sharkey, Joseph .....	Mar. 18, 1915	Sept. 6, 1922	
Sharman, Edward R. ....	Aug. 30, 1913	Sept. 8, 1921	7.79
Sheetz, Paul Edward.....	April 12, 1914	Feb. 7, 1922	7.71
Simpkins, Harry W. ....	Jan. 11, 1914	Sept. 7, 1922	
Simpson, Charles A. ....	Sept. 12, 1914	Sept. 7, 1922	
Smith, Lawrence A. ....	Sept. 27, 1913	Sept. 7, 1921	7.28
Tomers, Joseph I. ....	Nov. 22, 1913	Sept. 21, 1921	7.50
Sooy, Richard Raymond.....	Mar. 22, 1914	Feb. 7, 1922	7.40
Spence, James K. ....	April 6, 1914	Sept. 6, 1922	

# PRIMARY SCHOOL

<i>Name</i>	<i>Date of Birth</i>	<i>Date of Admission</i>	<i>Scholarship Average</i>
Staupp, Floyd A. ....	Aug. 21, 1914	Sept. 7, 1922	
Splane, Richard Wentz.....	Dec. 15, 1913	Sept. 21, 1921	8.30
Steele, Aubrey J. ....	Aug. 8, 1913	Sept. 7, 1922	
Steele, Thomas O. Nock.....	July 15, 1914	Sept. 6, 1922	
Stem, Earl Douglas.....	May 2, 1914	Sept. 6, 1922	
Sterling, Sargent DeForest.....	Mar. 9, 1913	Sept. 7, 1922	
Stewart, Lloyd .....	April 18, 1913	Sept. 21, 1921	7.92
Stites, Frank Robert.....	Feb. 6, 1914	Nov. 15, 1922	
Stoneham, Emerson Thomas.....	Mar. 9, 1914	Feb. 7, 1922	7.19
Stoner, Russell Donald.....	Dec. 6, 1912	Sept. 22, 1920	7.58
Stricker, John Harvey Gehring.....	July 20, 1913	Sept. 21, 1921	7.55
Strittmatter, Frank C. ....	June 16, 1914	Sept. 15, 1922	
Stumm, Frank E. ....	Nov. 27, 1915	Nov. 15, 1922	
Swavely, Francis Russell.....	Oct. 4, 1914	Nov. 15, 1922	
Sweeney, Paul Besley.....	June 15, 1915	Sept. 6, 1922	
TAYLOR, JOSEPH JOHN.....	June 25, 1913	Feb. 8, 1922	
Tennant, Kenneth Spencer.....	Nov. 14, 1914	Nov. 21, 1922	
Tennant, Robert Matthew.....	Aug. 11, 1913	Sept. 21, 1921	8.07
VITALE, PHILIP .....	Dec. 21, 1913	Feb. 8, 1922	7.32
WALTON, WILLIAM EDGAR.....	June 12, 1914	Feb. 8, 1922	
Weinstein, Sayres .....	Jan. 28, 1914	Feb. 7, 1922	7.28
Wess, Raymond John.....	Nov. 5, 1914	Nov. 15, 1922	
Whalen, Matthew .....	Aug. 17, 1913	Feb. 7, 1922	7.23
Whittick, John Robert.....	Sept. 5, 1914	Sept. 7, 1922	
Wiessler, Lester Braun.....	April 18, 1914	Feb. 8, 1922	7.48
Williams, Robert Leroy.....	July 3, 1914	Feb. 8, 1922	
Wilson, Edward Woodrow.....	Jan. 13, 1913	Sept. 6, 1922	
Winning, Ward Watson.....	May 5, 1914	Feb. 8, 1922	7.25
YOUNG, ALBERT FREDERICK.....	Feb. 9, 1913	Sept. 6, 1922	
Young, John Benjamin.....	July 4, 1914	Sept. 18, 1922	
ZOERNER, CARL .....	Jan. 9, 1915	Nov. 17, 1922	
Zondler, Walter Herman.....	Oct. 8, 1913	Feb. 8, 1922	



1848

1923

Proceedings of  
Seventy-fifth Anniversary  
of the  
Opening of Girard College

Addresses  
Presented at the Celebration  
at Girard College  
January 1, 1923

Philadelphia  
1923

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## INTRODUCTORY ADDRESS

By Edwin S. Stuart

President Board of Directors of City Trusts  
At the Celebration of the 75th Anniversary of the Opening  
of Girard College

On the first day of January, 1848, just seventy-five years ago today, in the presence of the City Councils and other officials of the municipality, a body of representative citizens of Philadelphia and the ninety-five boys who had been admitted as students, the Girard College for Orphans was opened to begin the great philanthropic work designed by the Founder. Today we are met to celebrate the seventy-fifth anniversary of that event. During that period nearly eleven thousand orphan boys have passed through the gates of this Institution to receive the benefits of the training, maintenance and education bestowed and guaranteed by Stephen Girard by the directions contained in his last will and testament, an instrument which, to quote the words of Joel Jones its first president, "is the fundamental law of the institution, and his directions and intentions expressed therein must be our guide." Joseph R. Chandler, a leading and influential citizen of Philadelphia, President of the Board of Directors of Girard College, delivered the inaugural address, and, in part, said:

"The object for which the community has so long waited, and for which some of us have constantly labored, is at length accomplished; and this day, having been by the authority of Councils of Philadelphia placed in our possession, we open the doors of the Girard College, for the admission, the maintenance and instruction of poor orphan boys; and the beautiful edifice which we now occupy, the adjacent buildings on the right hand and on the left, and all these spacious grounds, are now to

be dedicated to the great object contemplated in the testament of the liberal minded founder of this institution, by the unostentatious, the simple services of this morning."

Since its opening day, seventy-five years ago, the College has had but five Presidents.

The Hon. Joel Jones was its first president. He held the position from January 1, 1848, to June 1, 1849, a period of one year and five months. His term ended with his resignation on the latter date.

After the resignation of President Jones the position was without an incumbent until December 31, 1849, a period of seven months. The term of the next President, Dr. William Henry Allen, began January 1, 1850, and continued until December 31, 1862, when it expired by his resignation. He held the position for a period of thirteen years. A vacancy existed in the office after Dr. Allen resigned, from January 1, 1863, to June 30, 1863. During that time Henry W. Arey, Secretary of the College, performed the duties of President. Richard Somers Smith was the next President. He held the office from July 1, 1863, to October 31, 1867, a period of four years and four months.

Dr. William Henry Allen was then elected President for the second time. He served from November 1, 1867, until August 29, 1882, when his incumbency was ended by his death. His second term lasted nearly fifteen years, and his aggregate service in the office totalled nearly twenty-eight years.

There was again a vacancy in the office extending from August 29, 1882, to January 1, 1883. On the last mentioned date Dr. Adam H. Fetterolf, then Vice-President of the College, was elected. He continued in the position until the 31st day of January, 1910, when he was retired at his own request. He was Vice-President from December 1, 1880, to December 31, 1882. He served two years and one month as Vice-President and twenty-seven years and one month as President, a total of twenty-nine years, and two months of faithful, unselfish and devoted service to the interests of Girard College.

He was succeeded by Cheesman A. Herrick, LL.D., who



today in the prime of life and the vigor of his intellect is the President, having filled that position from April 1, 1910, nearly thirteen years; and let us devoutly hope that his life may be spared, his health sustained and that his term of service may be longer if possible, than that of any of his predecessors. For there is no more honorable career for an educator, than President of Girard College for Orphans. It is, however, a great responsibility to feel that you have in your care the education, destiny and future of nearly 1600 fatherless boys.

On the second day of January, 1856, at the celebration of the eighth anniversary of the dedication and opening of this College, an address was delivered by the Hon. Robert T. Conrad, a former Mayor of Philadelphia, in which he painted with glowing eloquence the beneficent purposes of the College, foretold its glorious career and vividly portrayed the precious results of which it had been and would continue to be the producing cause. He said, among other things:

"And, doubtless, of the results sought, in this well-devised and well-directed benevolence that which the author, who required stability in all things, most exultingly contemplated was its permanence. So far as the achievements of human wisdom can be, the work is perpetual. From the nature of the sources which supply its maintenance, they are likely rather to increase than to diminish in value. All that was perishable in the fund has already been swept away; the ample resources remaining seem to be beyond contingency. When centuries shall have passed over the College—for it is reared to be the companion of centuries—after tens of thousands of educated and worthy citizens shall have been given, through its instrumentality, to the republic, it will still be in its youth, still looking forward to further centuries of usefulness; pursuing, with unweakened energies, its glorious career, and pouring forth, like some copious and constant hillside fountain, its pure and everlasting stream of moral and intellectual health and power."

Mayor Conrad's words were prophetic as to the future of Girard College and how abundantly his utterances have been verified the following statement will help to show:

When the College was opened, January 1, 1848, the Residuary Fund of the Estate of Stephen Girard, the income from which, he directed in his Will, should be used primarily for the maintenance and further improvement of the College, and then was to be applied to the purpose of carrying out the provisions of his secondary trust, was about \$3,000,000 and the number of pupils 95. The expenditures for maintenance the first year were \$31,821.83.

In 1873, at the end of the first twenty-five years, the Residuary Fund was \$4,962,735.22, while the number of pupils had increased to 546, and the annual cost of maintenance to \$188,000.00.

In 1898, when the College had been opened fifty years, the Residuary Fund had increased to \$11,700,000, the number of pupils to 1,536 and the annual cost of maintenance to \$480,000.00.

Today, after an existence of seventy-five years, the Residuary Fund is \$51,000,000, the number of pupils 1545 and the annual expenditure for maintenance \$1,300,000.00.

In addition to the \$51,000,000, which is all income producing, there is carried on the books as the nominal value of the College grounds and buildings—\$4,500,000.00, making the total capital \$55,500,000.00.

The total expenditures for maintenance from 1848 to 1922 inclusive, were approximately \$29,000,000, while the amount spent for improvements during the same period, not including the \$2,000,000.00 left by Mr. Girard for the construction of the College, but including the total cost of buildings already constructed and those now under contract and in course of construction, to pay for which funds have been appropriated and set aside, was approximately \$5,000,000.00.

This is a wonderful showing. But wonderful as it is, it will be surpassed in the future. I am going to make a prediction that twenty-five years hence, on the first day of January, 1948, when the One Hundredth Anniversary of the inauguration of this College will be celebrated, if nothing unforeseen happens, and in the meantime the estate has been managed in a

wise, conservative, and business-like manner, and the present financial policy as adopted by the Board of Directors of City Trusts in 1897 is not changed, but strictly adhered to, the residuary fund providing income for the maintenance and improvement of Girard College first, the primary object of the testator, and for the secondary trust, as directed in his will, to wit: "to enable the corporation of the City of Philadelphia to maintain a competent police force, to improve the city property and in effect to diminish the burden of taxation," will be at least One hundred Millions of Dollars. I shall not be here then, but some of you boys who are present today will be present on that occasion and I want you to recall the statement I have made today. The marvelous development and achievement of this Institution are worthy of profound admiration. Its success and accomplishment are due, in the final analysis, to that which lies at its foundation, namely, to the sagacity, common sense, superior business judgment and farsightedness of the founder, who, by his will, enacted the law which controls the management of his estate and of his college; and the validity of that last will and testament has been ratified and confirmed by the Appellate Court of Pennsylvania and by the Supreme Court of the United States. The City of Philadelphia, Trustee, has been guided by the mandates and instructions declared in that document with the beneficial and successful results that are evident.

Girard had by his side as adviser in the matters of law a well trained legal mind; a man with profound knowledge of jurisprudence and much experience in the active practice of his profession. This learned lawyer had listened attentively and intelligently to Girard's statement of the ideas he desired to have incorporated in his will, and so successful was he in expressing them in that instrument plainly and distinctly and in obedience to law that the document has withstood, like a Rock of Gibraltar, the various attacks made against its validity.

The man that drafted that will was one of his executors and a member of the Board of Directors of Girard College on the day of its opening, January 1, 1848, and I have no doubt was on the platform with his associates. If William J. Duane were

here today, we could point to him and exclaim: "Thou art the man!"

Henry Van Dyke in his book, "The Spirit of America" says: "A source of power is the Constitution of the United States, which is supreme and sovereign over all other laws. It is the enactment of the whole people. Congress did not create it. It created Congress. No legislation, whether of a State or of the Nation can impair or contravene its authority. It can only be changed by the same authority which made it—the people."

And so with regard to the will of Stephen Girard. It is the supreme and sovereign law which must govern those to whom is entrusted the direction and management of his estate. Except, perhaps, in minor details to accomplish more effectively the intentions of the testator, no power can change it except that which made it, and that power no longer exists. It must be kept inviolate in all its fundamental and essential provisions, as to them it is unchangeable and like "the law of the Medes and Persians which altereth not."

## STEPHEN GIRARD'S INFLUENCE ON PHILANTHROPY AND HIS SERVICE TO THE WORLD

Address by

Honorable William I. Schaffer

Justice Supreme Court State of Pennsylvania

I feel, now that I am back again at Girard College, as though I had a right to be here. I am an honorary member, as some of you know, of the class of 1921, and I am very proud of the fact.

We are gathered here today on a quite out of the ordinary occasion. There are not a great many institutions in the world that last for three-quarters of a century. There are very few institutions such as Girard College. There are still fewer which have attained to those things that make for real accomplishment among men, as Girard College has. We are marking a milestone in its existence. We know it is going to "carry on" and continue down a long perspective of milestones in the future as it has in the years of its past.

It is given to not many men to influence the generation among whom they live. It is given to a surprisingly small number to influence the generations who come after. The founder of this college did both these remarkable things. He not only influenced the age in which he lived but he will exert an influence on all the succeeding ages of men so long as civilization, as we know civilization today, shall exist.

There is no lawyer actively practicing, no Judge sitting on any court in this Republic which is called upon to consider "last wills", who does not have brought to his thought (the lawyer when he comes to draw wills, the Judge when he comes to construe them) that the spirit of Stephen Girard moves through and influences the world today, as his living personality influenced the time in which he lived. Aye, every real lawyer who has

practiced the law for more than two decades has been conscious of the fact that each philanthropically-minded testator who has come to him to perform that service which most men I think measure as one of the highest duties which a lawyer can perform, to write their last testament, and dispose of their possessions,—no man called upon to render that service to a philanthropically-minded client has failed to be impressed by the fact that he whose will is to be written, where it has a philanthropic intent, is being either consciously or unconsciously influenced by the example of Stephen Girard.

He was the first man, at least in America, who measured the possession of great wealth (because he was the richest man in the America of his day, in actual, tangible, possessible wealth) as a trust to be administered in the public interest. The example which he has set continues, and will continue, as long as this institution shall survive. Everywhere in this Republic, wherever there has been raised some great philanthropy, intended to better the condition of men, and particularly to better the condition of youth,—there are springing up all over the Republic many, many such institutions,—everyone of them is a spire erected to the memory of Stephen Girard, because he gave the idea, the thought and the inspiration which has led other men to follow his example. He blazed the way for the founding of great institutions to make better the lot of the coming generation of men who, by circumstances or chance, have not the same equal opportunity in the world as their fellows have. Every boy who goes out from here and brings this College to the attention of others continues the spirit, the idea and the purpose of Stephen Girard. Thus Girard College broadens out, widens and influences mankind.

There has just been brought to light, in one of the tombs of ancient Egypt, treasures which are the marvel of the world. In this tomb of a great emperor, there have been found extraordinary things which surrounded him in his day, which speak of the high civilization of that ancient time. When this civilization, of which we are a part, shall have ended, if it ever shall end, and I suppose it will end as others have done,

it seems to me that it might be the wish and the hope of all of us that the excavator for a future civilization, digging among the buried ruins of this, to determine what sort of people we were, might come here to Girard College, and digging among the wreck of centuries, open up this institution, and here on monument and in manuscript read that an American, possessed of great wealth, took the treasure that had poured in on him and founded this College in order that orphan boys might have their equal chance in the world. If that should be the distinctive thing which the explorer of another age should find out about this, the spirits of the men who have been part of it could well be proud. What above all else the memory of Stephen Girard carries with it is that he has made manifest to the possessors of enormous wealth, that in their hands it may be a great trust in the public interest.

Young gentlemen, don't think for a minute, as you go out in the world, that great wealth is gathered together by covetous hands solely in order that it may add only to the pleasure of the man who gathers it. No man—I risk the challenge—no man in America who has amassed great wealth, did it without imagination, or without the thought that its possession would enable him to do something worth while in mankind's history. I do not believe that the richest man of today, the man who made possible the exploitation of the oil industry of America, only labored in order that his hands might grasp the dollars that rolled into them, but I cherish the thought that he saw in imagination that out of the ability and struggle which he put into the enterprise, he would make living conditions better for mankind. He has demonstrated in his life that he has understood the message of Stephen Girard and that his great wealth is a trust for the betterment and the uplifting of his fellows.

Stephen Girard came on the stage of life at a very extraordinary time in the history of mankind. He was born in 1750. Men's ideas were rapidly changing. He, a Frenchman, was ushered into existence when Louis XIV had only recently completed his remarkable reign. Is it not extraordinary that two kings of France, Louis XIV and Louis XV (Louis XIV going to the

throne in 1643 and Louis XV dying on the throne in 1774) reigned for 131 years, within a little less than three years of the time comprising the entire existence of the United States? The long reign of these two men had completely tintured French ideas and ideals in Girard's young manhood. When they died a new era dawned. When the founder of this College came into the world's affairs, opportunity did not exist for the average boy. At the time he was old enough to be educated, not one man in twenty in France had the chance to learn to read and write; scholarship was only for the elect. He came to America when the desire for the founding of a new nation was seething in the minds of the people here. He came with the background of what he had known in France, when those kings, reigning for more than a century, without control by either courts or parliament, could dictate not only what the public policy of France should be, but could influence the individual life of almost every man who lived in that time. With that background of knowledge, when it came to the preparation of the document which founded this College—to lay out the chart on which its affairs were to be guided—with the knowledge which he possessed that as wealth came to men in feudal times in France (and the feudal system still continued in France when he came to America) it had been used in order that great families might be perpetuated and continue to endure, he evidently made up his mind that that condition of affairs should not exist in America if he could set an example to change it, and so by his will he gave a new and a higher purpose to the possession of great wealth.

This he did and more. He established his great benefaction in this country. He had a proven love for, a proven faith in our institutions and form of government. When the Nation went to the people for a loan of \$5,000,000 in the War of 1812, to save the Republic, and when the public subscriptions were but a fraction of the whole, this man, mariner and merchant, great American, great citizen came forward and took the entire loan, saved the credit of the government and made possible the winning of the war. By his will, he asked that this thing which he evidenced in life, deep regard for the United States and its



institutions, might be perpetuated in the memory of every boy who goes out from here, and so he gave old men a new sense of duty and a new incentive, and youth—particularly handicapped youth— a new hope and almost a new faith. He is one of the immortals who did not live in vain.

## GIRARD COLLEGE'S CARE OF THE PHYSICAL HEALTH OF BOYS

Address by

Colonel John D. McLean, M. D.

Deputy Commissioner of Health, State of Pennsylvania

Governor Stuart, Doctor Herrick and boys: A celebrated engineer, who took only the most difficult buildings and the most difficult bridges to construct, once said, nature seems to take delight in placing obstacles in the way of those who take liberties with her. I see, seated on this platform, an engineer, a man who is responsible for more difficult construction than that of either buildings or bridges—the President of Girard College.

He has been made responsible, during the last thirteen years, for you boys. He has found, I am sure, some of you where nature has placed obstacles so that he could not construct as perfectly as he wished. When I make that statement, it isn't only true of a group like this, as it is unfortunately only too true of a group almost anywhere. As I visited Girard College recently and saw what had been done, I wished that other boys in this state could have the advantage that you have.

Going through Pennsylvania, as those of us do who are connected with the Health Department, seeing the boys and the girls in schools as your are, how often have we wished that we had a Doctor Herrick who had as much control over the construction of those bodies as he has right here. With your magnificent Infirmary, and an infirmary or sick ward can be magnificent, and it only too frequently is not, it isn't such a horrifying thing to be sick; with a group of efficient workers having you constantly—and let me emphasize that constantly—under observation, and seeing where nature is placing an obstacle in the way

of good construction, that obstacle can be removed immediately. Your baths, your showers, your swimming pool, your gymnasium—and one thing I am sure you boys don't appreciate, and that is the wonderful care you have when you develop one of the communicable diseases—the construction of your building such as gives separation but not isolation. It is the best arrangement I have ever seen. Your dental service, the value of which cannot easily be determined. The correction of mouth defects, the repair of teeth, the lessons of mouth hygiene all are powerful factors in the prevention of disease. The things taught in this service should never be forgotten, and always practiced.

Girard College is to be complimented on the careful selection, and the preparation of your food in ideal and clean kitchens—a most important factor in the conservation of health.

As Justice Shaffer was speaking, I couldn't help but feel that it must have been more than a mere coincidence that this week sees the celebration of the great works of two Frenchmen. Stephen Girard didn't realize years ago, when he was building Girard College for the boys of the future, that Louis Pasteur, another Frenchman, should have worked with him too, to keep you boys well.

I want to say to you, when we all go out into the world, it isn't easy, and that not many men trod a more difficult path than that of this man who made possible the thing that has been in Girard College. For little more than a year you boys have not had diphtheria, a disease that is almost always present in a group of the age such as you. Boys, you haven't had it, and why? Because of this man, who was not a doctor, but a chemist, and who was reviled and sneered at by the doctors—and I am a doctor, had faith, though, in what he was doing, and he worked on and on, and he created the vaccines and he created the antitoxins and created a thing that could be injected into the body of all of us so as to cure the disease or control it before it developed.

Now, one thing more. Doctor Herrick, Doctor Hare and the Board of Directors do not appreciate how much was done for the boys and girls of the State of Pennsylvania when the use

of toxin-antitoxin in Girard College was approved. It had been used in the neighboring States, but our great State of Pennsylvania is just a little peculiar, seems to be a unit unto itself. It wants someone of its own to prove that a thing is right and not harmful. After observing the use of that preparation on you boys, it has been possible to extend it to the boys and girls throughout the State of Pennsylvania—the Medical Profession being influenced because of what was done here.

You boys saw service—not you boys but some of the Girard College boys saw service in the uniform. I saw many a camp as large as this and much larger. I want to say that in no camp have I seen a group who looked healthier than the group sitting right here.

Now, boys, a little warning. Some of you are soon to leave Girard College; others will do so a few years hence. You have been under the strict control of your medical officers. It is doing things in the way they directed that has brought you the health you have. It has built a firm foundation that is going to mean much to you when you go out into the world to fight the battles for yourselves. But don't do as too many of the boys did after they took off their uniform. Those boys, when they came out, were physically fit. With a sudden let-down of the bars, nature put obstacles in the way of the construction of a good body and many of those boys today are more physically unfit than they were before the war. Let me warn you, therefore, take care of your bodies when you leave.

I am sure you boys do not appreciate just what nature will and can do for you. For instance, it is raining here today, for which I am sure, many of you are very sorry, but there are thousands and millions of people in the State of Pennsylvania, down on their knees, praying for that rain and thanking God that it came. There is, in this State, a city of thirty thousand people, who can't get water even for their little ones, except for one hour daily and then in only small quantities. Nature fought that town because she didn't prepare. The rain of today is solving some of the obstacles that nature put in the way of that town and it isn't the only town. Not far from here there is a

town that hasn't had water for weeks—just imagine—water; we can do without almost anything but water, and that we can't. A man in the desert, having everything else but water, will die. A town just a little more than sixty or seventy miles away is having water hauled into it in cars—an illustration of what nature can and will do.

Just one thing more. In one of your medical reports, a statement is made that the physical health of you boys shows noticeable improvement at the end of six weeks. If that much can be done by careful and close direction, how much more can be done by each one of you making yourselves responsible for the direction of your own health for your whole lives?

# PHYSICAL EDUCATION AT GIRARD COLLEGE

Address by

R. Tait McKenzie, M.D., LL. D.

Director of Physical Education, University of Pennsylvania

Girard College has now attained the ripe age of three score and fifteen years. The time has surely arrived for both reminiscence and prophecy, and perhaps for weighing the reasons for its success in graduating yearly a constant stream of young men to fill an honorable place in the community.

As we look at the shrewd but kindly face of your founder in the masterly statue of him by Massey Rhind on the Plaza of the City Hall, we can read in our imagination the thoughts coursing through his mind as he takes off his spectacles and gives himself over to meditation. We can imagine him saying to himself, "I must be careful to provide that this education for orphan boys will be given to boys of good stock only, and not wasted on those lesser breeds that no education could elevate. And they must be taught *facts* and *things* and not *words* and *signs*. Yes, that is the idea, facts and things not words and signs." So he puts his spectacles back on his nose and goes home to write down in his will that preference be given to white boys, from Philadelphia first, then from Pennsylvania, then those from the first port at which he had arrived, New York, and finally those from New Orleans, the first port in which he had traded.

The recent war has shown us great blocks of our people whose highest mental attainment does not exceed that of a normal child of eleven years, and no amount of schooling can change this mental capacity, for you cannot pour a quart into a pint measure any more than you can carry water in a sieve. What you must do is to select a good sound watertight bucket in the first place, and then pour into it only what it should hold, and this is what Girard planned.

Stephen Girard was not a sentimentalist, or a dreamer of vain or foolish dreams; he realized that the useful arts and trades should be emphasized in the teaching, and that the work should be carried on without undue luxury. He planned as though his prophetic eye had forseen the greatest danger that now threatens our civilization, the bringing in of great masses of alien and inferior peoples to do the work that our own people are more and more refusing to do.

Egypt kept her empire intact for three thousand years, until luxury and idleness brought in an alien slave population which rose to citizenship, intermarried, debased the level of intelligence and mongrelized the purity of the stock, and so she fell before the invader. Greece repeated the sad story and then imperial Rome followed, and her effeminate and debauched citizens gave way to the children of the freedman and the mercenary who had been hired to do the work that should be the proud duty of the citizens of a free and self sustaining country. Are we following the example of Egypt, Greece and Rome in this respect? Are we over-refining our youth and making them unfit for the real work on which our nation's future depends? Are we bringing in a slave population to do our hard work?

Girard had no illusions on this question, and yet we find the tendency of the times shown in the sedentary occupations chosen by so many college graduates. He also recognized that the very foundation on which any successful school for the education of growing boys must be built was sound health and the progressive education of their growing physical powers.

The first Board of Directors was fortunate in its choice of the man Lieber to outline the courses of instruction. The story of Francis Lieber's life is a romantic one. His passionate desire for freedom of thought, coupled with the conviction that, whatever he might think, the result of his thinking for good or for evil would be negligible, unless he could train his body to be a strong and accurate instrument in carrying out his desires and his beliefs, led to his banishment from his native land.

You will remember that after the invasion of Germany by Napoleon, small groups of eager students formed themselves

into patriotic societies, to free their country from the invader, and also to strive for a more liberal and representative form of government. Among these wanderers from university to university was Frederick Ludwig Jahn, the father of German turning. He quickly saw that any reform, if it was to be effective, must be backed by the strong arms, sound hearts and quick brains of the young men of his day, and as he went from place to place teaching and preaching this doctrine, he became more and more convinced that any successful scheme of reformation had to be based upon a national system of physical training.

In the spring of 1811 his first Turnplatz was opened in the Hasenbeide, just out of Berlin. Father Jahn, when marching young turners out of Berlin to the Turnplatz, would ask the new ones as they passed beneath the Brandenburg Gate, "What are you thinking of now?" If the boy did not know what to answer Jahn would give him a box on the ear, saying as he did so, "You should think of this, how you can bring back the four fine bronze horses that once stood over this gate, and were carried by the French to Paris." From the very first, vigorous and warlike games were on the program. The movement spread like wildfire, and in ten years outdoor gymnasiums dotted the whole country. It was becoming a national force and the subservient government became alarmed. Just at this time, unfortunately, one of the turners killed Kozebue, a poet and journalist in the pay of Russia. It was a political crime, for which the turners were blamed by a government never friendly and now actively hostile. Influence was brought to bear in high quarters and, finally, all these student societies and Turnvereinen were put under the ban and ordered closed as hotbeds of liberalism and revolution, which indeed they were.

Jahn himself was thrown into prison. At his side was a youth of nineteen, his nearest and most devoted pupil. He shared in his master's misfortune and was arrested too. This was Francis Lieber.

After four months Lieber was released, but with such restrictions that he soon fled to Switzerland, and then to Greece where he took part in the war against the Turks, only to come



back to Italy disillusioned and stripped bare by Greek bandits. A year was spent in Rome where he was befriended by Niebuhr, the Prussian Minister, and he returned to Berlin only to find that the police restrictions were as severe as ever. Secretly he prepared to leave Germany and finally sailed for England, where he met Dr. Bond from Boston who was looking for an instructor in gymnastics for the gymnasium opened the year before by Dr. Charles Follen, another refugee. He accepted the offer and took over the gymnasium in 1827, and the following year opened a swimming school.

"Yesterday," he writes, "the mayor called on me and said Mr. John Quincy Adams, the President of the United States, wished to visit my school." An appointment was made and "he came punctually, accompanied by the mayor. After I had explained my plan to him I asked him if he would do me the honor to swim with me, and if he preferred we would go outside of the enclosure in order to avoid the frolicking boys, and let my boat follow us. The old man looked at the boys and said, 'No, I prefer to stay here, if they will not laugh at me. These good little swimmers will make fun of me.' We prepared ourselves for the bath and this man of sixty-one sprang headlong into the water from a spring-board six feet high. He repeated this several times and swam about a quarter of an hour, conversing with me while he was in the water and showing himself an experienced swimmer. He praised the school and expressed the wish that there were many establishments of the kind in the country which would greatly tend to promote the public health. He said also he had tried all kinds of gymnastic exercises, but never found greater refreshment after continuous mental exertion than from swimming. I returned part of the distance with him and after many polite expressions of regard and thanks we parted. The impression his face and appearance made upon me is earnestness united with cordiality. His head is bald, but his figure is erect and well preserved."

In addition to his gymnastics and swimming, Lieber became an authority on political economy and government, and at the call of Nicholas Biddle finally came to Philadelphia to be entrusted

with the writing of the first plan and constitution for Girard College.

Let us look at article 36, of Lieber's Plan. "Their (the pupils') physical education shall be promoted chiefly by the greatest possible cleanliness, order, wholesome diet, proper recreation, and enjoyment of the open air and instruction in and practice of gymnastics, taught in a regular gradual, and natural progress, adapted to the various seasons and respective ages." I do not see how one could better express, in so few words, the function of a Department of Physical Education and Hygiene than in that paragraph which I have just read,—“cleanliness order and wholesome diet, recreation and enjoyment of the open air, and the practice of gymnastics taught in a regular, gradual, and natural progress, adapted to the various seasons and respective ages.”

Physical educators share in all human weaknesses. We are apt to be led off by the fad of the day. At one time it was heavy gymnastics, the legacy of Father Jahn. The conquest of the horizontal and parallel bars and the horse was considered the chief aim of physical education. And then came the revolution to the free gymnastics of Dio Lewis, and the horizontal bar was banished to the attic. Bean bags and wooden dumbbell drills became the thing, and gymnastic societies flourished in every small New England town. Then came the Swedish gymnastics with their angular movements and rigid discipline; next we revolted from that to the curvilinear lines and rhythmic movements of the dancing mania and the languishing poses of the debased Delsartians. Now we are preaching that everything must be in the form of a game and that the child must not be required to do anything he does not enjoy, closing our eyes too often to the claims of progressive education and her twin sister discipline, as essential in moulding the plastic body, as it is in awakening the human mind and soul.

Various forms of exercise should be mixed, like a salad, in a complete system of physical education, but who is to choose the proper proportion of vinegar, salt, and oil, and who is to mix the salad?

Lieber had his opinion on this point too, for in another article of his plan he says, "Gymnastics, swimming, gardening, and instruction in the art and science of education are to be put under the immediate direction of the President, because," he says, "those persons who teach gymnastics professionally are often individuals unacquainted with the whole range of gymnastics and their progressive courses, as well as the true ends of education."

I call attention to this qualification required of the President and ask the Board of City Trusts what steps have been taken to conduct this practical examination of candidates for the presidency. I feel sure that the present President of Girard College would pass such a test with flying colors, but this suggestion should not be lost sight of when the question comes up again in what we trust may be the dim and distant future.

When Alexander Dallas Bache, the great grandson of Benjamin Franklin, was elected first president, in 1836, he spent two years in Europe, and his report, published in 1839, makes numerous references to the way physical education was taught in the schools he then visited, but this part of the educational program was not prominent during the first years of the college's history.

The formation of a military battalion in 1869, as an outcome of the Civil War, again directed attention to the systematic training of the boy's physique, and in 1873 an instructor in gymnastics was appointed. He taught the German gymnastics that he had learned as a boy at Frankfort-on-Main, and which had been the cause of his exile as it had been that of Francis Lieber himself. Lewis Sostman, who shortened his name to Louis Lewis, had wide popularity in his day as a gymnast and as a teacher. He was one of the founders of the Turnegemeinde of Philadelphia, and was only retired after thirty-six years of active service in 1909. Himself a mirror of politeness, it was his proud boast that he had never been absent from his classes a single day and that he had never been late in keeping an appointment; two of his sons have worthily followed in his footsteps. With advancing years and increasing classes, an

assistant was appointed in 1904, in the person of Frederick A. Finkeldey, a close student of gymnastic literature, who continued as his successor until 1916, when the Department was completely reorganized with the present splendidly trained director at its head, and the exercises of the gymnasium and the games of the playground used as parts of a complete educational scheme, with academic credits and penalties.

You must not forget that Lieber emphasized in his Constitution the fact that exercise should be adapted to the various seasons and respective ages of the pupils. He realized that the brain develops just as other parts of the body do, and that these brain centers presiding over the more complicated and finer adjustments of the muscular system do not begin to function until the later years of growth.

There is no muscular reason why a small boy should not choose golf as a game, except that he won't. The clubs could be made small and the course short, but the nervous system is not ready to grasp the subtle possibilities of the game and the childish mind cannot grasp its philosophy, its fine adjustments of time and distance; the judgement has not yet been developed as it is in later years,—to say nothing of the vocabulary. The child starts with simple movements imitative of the things he sees about him, the movements of animals, birds and people. His first natural exercises do not involve strenuous competition. He has no idea of coöperation in his first games because the brain centers for these forms of community activity only begin to develop when boyhood changes to young manhood. The child is usually past seven before he realizes that in addition to competition with the powers of nature he must also learn to compete against the powers of his fellow man, and so he begins to play "tag" and all the games that develop from it. Football and baseball show by their very character that at last the boy of fifteen recognizes himself as a member of the community, and not merely as an individual, for they are games which sink the interest of the individual in the advancement of a common cause, and the good educator adapts his system to this progression in his pupil's mental development, and he makes wise use of it for education and discipline, just

as he recognizes the rotation of games with the season and does not teach football in the spring and baseball in the autumn.

The responsibility for the physical education of this great family of Stephen Girard's, a family he never saw, a spiritual family, bears heavily on the President and the teachers of the college, and the erection of the magnificent building, now under construction, shows how thoroughly the responsibility has been shouldered and how well it is being carried. May this day be the beginning of many happy years of progress in the upbuilding of these plastic bodies placed under your care.

And now let me say one word in closing to you boys, students of Girard College. You have often been given advice before, and you will often have to submit to it again, but remember this, you will always need a strong, active, well trained body in anything you may want to do. If you are weak and clumsy and sickly it does not matter much to the world whether you are good or bad, because your influence will not carry far, and you will count for nothing. If you are good you will not be able to put over your goodness because you will not have the force to do it. So make and keep yourselves clean and strong, both in mind and body; learn to take care of yourselves and others by your exercises and games in the gymnasium and on the playgrounds.

And when you become strong and athletic look to it how you use your strength and skill. If you use your strength for evil you are a menace and a threat against your fellows merely because you are strong. You will be a bully and a braggart and at heart a coward. But if your strength is used rightly, as it should be, you will become the genuine leader among men. It is in the gymnasium and on the playing fields that the boy cultivates his real nature and his true spirit. It is in the strain of competition that the yellow streak appears, if he has one, but it is there also that tenacity and courage and fair play also show at their best. The boy who grits his teeth and keeps his mouth shut when a decision goes against him will win every time, when he becomes a man, over the fellow who kicks and squeals at every decision, or quits when everything does not go his way.

We have to turn to the poets when we want to find the best

way of expressing what we mean, and I leave with you this bit of advice given to some schoolboys, like you, by one of the greatest of them all, Henry Newboldt, when he urged the boys of his old college—

“To set the cause above renown,  
To love the game beyond the prize,  
To honor while you strike him down  
The foe that comes with fearless eyes—  
To count the life of battle good,  
And dear the land that gave you birth,  
But dearer yet the brotherhood  
That binds the brave of all the earth.”

## ALUMNI CELEBRATION

Proceedings of a meeting of the Girard College Alumni held at Girard College, on Monday evening, January 1, 1923, Mr. Charles A. Barnes, President of the Alumni, presiding.

Mr. Barnes said:—At the semi-centennial celebration of the opening of Girard College held on January 3, 1898, Mr. Joseph L. Caven, then Vice-President of the Board of Directors of City Trusts, closed his address with the following: "This celebration is now opened, and if, when over, your heads, your hearts and your minds respond, 'For the years to come we will do our best,' these exercises shall not have been in vain." Also in the evening of the same day, General Louis Wagner, then President of the Board of Directors of City Trusts, closed his address with the following remarks: "With a trust magnificently endowed, with a charity the grandest in the world, with the record of fifty years unparalled by any public trust anywhere, let us all—you, as citizens and officers of State and Nation, and we, as the immediate administrators of Mr. Girard's will, but, above all, you, as the present and former recipients of his bounty—see to it that that which has come down to us in such grand proportions shall suffer no harm in our day, so that its blessings may continue to increase and to multiply to the end of time."

A quarter of a century has passed since these addresses were made, and we of the Alumni feel that those in charge of Girard College should to-day have no fear that their work has not been for the best, or that it has been in vain. We have recently attempted to compile some records of former pupils of Girard College who have made a mark for themselves in the world, and while the list is by no means complete, it gives me pleasure to say that we have had at least one member of the House of Representatives at Washington, several members of the Legislatures of different States, several mayors of cities and towns, some fifty or more members of the bar, some twenty-five or more ministers of the gospel, some forty or more physicians and dentists, twelve or fifteen architects and engineers, and a num-

ber of educators holding professorships in colleges and large schools. But, to my mind, of more significance, as following in the footsteps of our patron and benefactor who was known as a mariner and merchant, are the great number of former students of this Institution who are now occupying important executive positions in large financial, industrial and mercantile establishments, not only of Philadelphia, but of other cities of the country. So we of the Alumni need have no fear that the history of the next twenty-five years will not show even a greater percentage of graduates of Girard College who have made, what may be called, their mark in the world.

I cannot let this opportunity pass without calling attention to the work of the Board of Directors of City Trusts. Girard College was opened on January 1, 1848. At the opening of the College the trust fund amounted to about three millions of dollars; there were ninety-five pupils enrolled at the opening, and one hundred additional were taken in during the year. The fund for the maintenance of these one hundred and ninety-five pupils during the first year was nearly thirty-two thousand dollars. This fund now amounts to the stupendous sum of fifty-one million dollars, in addition to which the buildings and grounds of Girard College are valued at over four and a half millions of dollars. College are now worth one and a half million dollars more than was the original trust fund. The maintenance fund for the last year was about one million three hundred thousand dollars.

The College since 1890 has maintained its maximum capacity of about fifteen hundred and twenty-eight students; during the seventy-five years of its existence, including those now in the College, there have been above ten thousand eight hundred boys taken care of by this fund. This, I believe, is the largest trust fund devoted to charitable purposes in the entire world, and when one bears in mind that this fund has been administered for seventy-five years without the faintest taint of scandal attached to it in any shape or form, it is a record of which Girard College, its Alumni and the citizens of Philadelphia may jointly be proud.



## THE EXAMPLE OF GIRARD COLLEGE IN INSTITUTIONAL MANAGEMENT

Address by Dr. E. R. Johnstone

Director New Jersey Training School, Vineland, N. J.

Looking over this remarkable plant devoted to ministering most wisely to the needs of those who are most needy, and looking back over a period of more than one hundred years, for seventy-five of which this College has been in existence, one's mind naturally travels still farther back, even to the period of the very beginning of things. Scientific knowledge is but the consciousness of God, and the conception of this College brought into being is but an example of the fulfilment of one of His plans.

Just as one may visualize the great hand of Deity lifting a world out of chaos, as we may imagine the upheavals and the cracking as the crust of the world cooled, the bursting out of the seething center and the final first form, and then through the long ages the gradual changes taking place brought about by the hand of nature or the hand of man; so we may look back and see the beginnings of this College struggling against adverse interests and misunderstanding, and then through the years developing form and system and efficiency.

It is not my purpose this evening to speak of the management of Girard College in terms of business efficiency or organization. Nor shall I attempt to speak of its departments, schools, shops, playgrounds and household. Rather would I speak of what seem to be its great underlying principles.

Even from the time of Stephen Girard himself it appears that three great questions have ever been asked. Many more than three, but these three first. And the first of these is, Where are we? What is the condition? What is the need? In other words, let us make an inventory. The second is, Where are we going?

What is to be achieved? What is our objective? And the third is, How shall we get from where we are to where we wish to go? Knowing our material, how shall we reach our objective? And every man or woman who asks these questions and finds answers for them is already a long way on the road to success. Stephen Girard saw the orphans. He recognized their need for "facts and things rather than words and signs," and he conceived Girard College as the means to take them from their needs to the things they needed. Throughout the past seventy-five years these questions have been asked concerning the students at Girard, and today as never before the results of the answers are showing to the glory of this College.

For many years all the pupils were divided into three general groups—the bright, the average and the dull. Then came scientific studies and further sub-division was made and percentages were established. It was found that here in Philadelphia as elsewhere in the country the people divide into about three per cent exceptionally bright, twelve per cent bright, seventy per cent average, twelve per cent retarded or dull, and three per cent backward and feeble-minded, and in this College provision was made to meet the needs of these groups.

This division was satisfactory as far as it went, but science demanded something a little more accurate, and following the studies of the French psychologist, Alfred Binet, the measuring scale for intelligence was devised, by means of which it is possible to ascertain by certain questions and tests the mental age of a person no matter what his actual chronological age may be; that is, we may find how his mental capacity compares with that of a child of any given age.

This was helpful but it was largely quantitative. It could say this person has a mental capacity about equal to that of child of eight, or ten, or twelve, but it could tell nothing of the quality of intelligence. It is like the tailor's yardstick which tells whether there is enough cloth to make a suit of clothes, but does not tell the color, kind, texture or thickness of cloth.

Further studies showed that there are questions of adjustability to be considered, and we find at any mental age and in any

degree of brilliancy (or its lack) people who are of stable, or disturbed, or unstable minds, and so they need special consideration in their training and environment.

Still further studies make us believe that we are discovering a new thing, viz., types of intelligence; and here I want to pay a tribute to the wisdom and foresightedness of the Girard management.

When I returned home from a visit here two years ago I spoke often of what I chose to call the Girard Y, because it diagrams in the form of the letter Y. I found that here there had long been recognition and provision for the group of children who, as they progressed through your curriculum, were unable to satisfactorily follow the usual academic courses. In the great world outside there has been but little recognition of this idea. In many instances it was supposed the boys and girls were stupid, and that they needed more years of the same kind of schooling. Indeed in many States laws were passed requiring children to continue in school a year or two longer in a vain effort to attain a certain "grade."

For years Girard has been using its Y. The great stream of pupils has progressed to a certain point, and then those with the manual type of intelligence have gone off in one direction into vocational and industrial training, while those with the verbal type have taken the other arm of the Y and have gone into high school and are fitted to go on to the University. Slowly the public schools have been following your lead, and manual or vocational training is finding a place in their courses. Following this lead, which differentiates the manual type from the verbal type, our scientists are endeavoring to put your knowledge into scientific form, and once more the inventory of intelligence is refined and we have three *types* of intelligence—the "verbal" type, the "manual" type and the "social" type. It must be borne in mind that people of any one of these types may be found in any degree of brilliancy, at any mental age, and in any condition of stability or adjustability. We may all be scaled by brilliancy, by mental level, by mental stability and by intelligence types, but

perhaps the most important of these from the standpoint of training is that of intelligence *types*.

First is the verbal type person,—one who thinks abstractly, who does not need plans or machinery with which to work, but who thinks things out clearly from beginning to end. He uses exact words and makes his meaning clear. He paints word pictures. He can think without a diagram of where he is to start, where he is to go and how he is to get there. Good examples of verbally minded persons who have been of late in the public eye are Woodrow Wilson and Secretary Hughes. Both of these men belong to the academic group, the verbally-minded. Until very recently most of the public school training was exclusively for this type, but Girard has used but one arm of the Y for them, and so has not fallen into the error of trying to fit a manual peg into a verbal hole.

Second is the manual type of intelligence. These people are quite different. They learn and act through their hands rather than through their eyes, ears and tongues; they want to handle and fit, measure and weigh. They are doers rather than thinkers. They are not without thought by any means, indeed they may be more intelligent and more valuable citizens in their way than the verbally-minded; but they like to create, to see things grow under their hands from many pieces to a perfect whole. Perhaps the best known examples of this type are Henry Ford and Thomas A. Edison. And here again the Girard Y has provided for these in its well equipped shops and foundry and its carefully planned courses, putting manual pegs into manual holes and verbal pegs into verbal holes.

Then there is the third group, the socially-minded. Perhaps such men as Theodore Roosevelt and Lloyd George are the best examples of this type. They have a faculty for bringing men together. They are good mixers. They have good personality. They are said to be "attractive." High type executives, successful superintendents, secretaries of large organizations, belong to this type. They may be highly intelligent or manually skillful, but their predominating characteristic is sociability in its best meaning. On the other hand, the ward heeler, the gang leader,

the director of crime also belong to this type. They influence the minds of men; and untrained or wrongly trained they may be just as dangerous to the school, or State, or nation, as the well trained man of the social type, may be beneficial.

As I see the President of Girard College and the officers he has chosen, I understand how well, even without a scientific scale, the importance of men and women of high social type is recognized. The two arms of the Girard Y are verbal and manual, but the base upon which they rest is social. And character—good character, and personality—good personality, form the base of the training and the activities at Girard College.

I cannot attempt to go into the details of this arrangement. You all know them better than I, but I cannot refrain from mentioning one or two things which stand out. The first is that the old saying "Be good and you will be happy," has found its true form in "Be happy and you will be good." Everywhere here are signs of the development of the spirit of happiness. It has seemed to me as I have gone about that one might say everyone here preferred to have a smile rather than obedience. But getting the first first, the second always follows.

Here at Girard you know the difference between "visiting" and "inspecting." Have you ever had some one come into your home, or shop, or office, and as soon as he entered you felt depressed? You knew he would find fault, or see something wrong, or belittle your work. All the time he was there you felt uneasy, and when he left you heaved a sigh of relief, but nevertheless you went about your affairs unhappily for the rest of the day, and could hardly wait until you got home to tell your troubles into the patient ear of mother or wife. People who come into our lives in this spirit are inspectors. No one likes them; they beget fear, and decrease energy for all with whom they come in contact.

But, have you had a visitor, one who comes into your home or shop bringing a burst of sunshine? He says "good morning" in a tone of voice that dissipates all troubles. He sees the best in you and your work. He pays the wonderful little compliments that sink into your very heart, and make you feel that there is

nothing that you cannot accomplish. He lifts you out of the class of ordinary mortals and makes you see that after all, life is fine and glorious, and that you are one of those who must and can help to lift the world a little higher.

Oh, the spirit of the visitor is a wonderful spirit and it permeates this whole institution; it is here every day and every hour and because of that, not only do the officers and teachers and other members of this staff do their work in the spirit of success, but the boys, big and little, feel and show its effect. For, remember that never does an adult speak to a child, or look at a child, or even stand beside a child, but that he either visits or inspects. And you who have gone out from this campus, to deal with your fellow men, with your wives and your children, remember that the greatest thing that you have been able to carry away in your heart from the management of this institution is the spirit of the friendly visitor, which is the spirit of love—

The stars look down on the earth,  
The stars look down on the sea,  
The stars look up to Mighty God,  
And the stars look down on me.

The stars shall shine for a million years,  
For a million years and a day,  
But you and God shall live, and love,  
When the stars have passed away.

## HANDWORK INSTRUCTION AT GIRARD COLLEGE

Address by

President Kenneth G. Matheson, Drexel Institute

Before speaking very briefly on the subject assigned to me, I wish, in no perfunctory way, to extend my congratulations to Girard College upon its seventy-fifth anniversary and to wish for the College all the prosperity that the New Year can possibly bring.

I was deeply impressed with what has been said with regard to the financial status of the institution. I am sure that the President will realize that it probably was unkind to speak of the wonderful financial resources of this College to one who has struggled with a southern State institution for seventeen years; but still there is no doubt about the major principle involved, and I certainly do congratulate Girard College on the wonderful financial foundation it has, and more still upon the wonderfully efficient use it has made of this splendid endowment; and I am quite sure that the remarkable record of the past is but an earnest of even greater usefulness and efficiency in the future. And that is the message which I bring to you from Drexel Institute, your sister institution, that Girard College may continue in its great work, going forward to higher and higher success.

In order that I may give accurate information and at the same time confine myself to the limits which have been imposed, I shall speak, with your permission, by the card for a few minutes in regard to handwork instruction in Girard College. Conceived at a time when, in this country, at least, there was no such thing as vocational education, it was exceedingly far-sighted on the part of the Founder, and another evidence of his remarkable mental and practical equipment, that he should have foreseen the importance of this type of education and have

provided for it. It is true that in Europe the polytechnic idea to some extent was prevalent, but even there the merest beginnings had been made, and they had been confined quite largely to the trade school idea, so that Girard College seems to have been the pioneer in vocational education in this country.

In the will of Stephen Girard, Article XXI, he makes this statement: "I would have them (the scholars) taught facts and things rather than words or signs," a very significant statement. We may not assume that Stephen Girard had formulated in his mind a system of definite vocational training. As I have called to your attention, no such system then existed anywhere, from which he might receive the suggestion. But it surely is to be inferred that his mind, accustomed to grapple successfully with large, practical problems, intuitively realized that the training of a school might and should have a more intimate bearing in fitting for later life; and that he felt that even those subjects heretofore visioned as purely academic, might and ought to be taught so as to relate them to the habits and processes of everyday life. The plea today of those responsible for the formulation of programs for vocational instruction is for related material in mathematics, in the sciences, in civics and even in English. Stephen Girard, nearly a hundred years ago, gave a specific mandate to the same end, to the teachers of Girard College, by his specification that their teaching should be of "facts and things."

As in the case of all pioneering work, in the very beginning the vocational instruction at Girard College was exceedingly elementary. A reading of the reports of the various Boards indicates that they did not anticipate the extent to which such instruction would develop. It is an interesting fact also that in the earlier years of the College, vocational training of an applied type through shop work in the College was practically unprovided for; and the growth of this instruction has been, as it should be in any great work, a very gradual evolution up to its present high state of efficiency.

In place of training in shops and commercial class rooms, we find in the earlier years, a provision for acquiring this experience



outside of the College. The ninth section of Article XXI of the will provides for the passing of pupils from the College to practical work. But we must recognize the fact that apprenticeship under the old indenture plan, as it had applied in the old country, and in this country to a limited extent, was passing in 1848, when this College was founded, and therefore, the provisions of the will regarding the indenture of these students after they had left the College, were increasingly difficult to accomplish; so that it was found necessary, as we will see later, to provide for practical training in the College itself, in order to obtain a substitute for the indentures of apprenticeship provided for in the will, and which were in vogue, of course, at the time of Mr. Girard's death.

I have been greatly interested in reading the report of Francis Lieber made three years after Mr. Girard's death, and in getting his conception of the work of the College. Lieber states in his Plan and Constitution as given to the Trustees at this date, that trade instruction is very necessary, and he forecasts in a remarkably interesting document the polytechnic side of the College, although at that time there was nothing of the sort in actual effect. He recommended the erection of some work-shops adding, "I understand it was the intention of Mr. Girard to give direction to that purpose."

There were, of course, work-shops on the campus even at an earlier time, but they were not for the instruction of students, but were merely for use by employed workmen in repairs and alterations. Lieber gives reasons based on health, skill and on resulting practical value to the community, why this practical shop work should be instituted, and the mechanical arts taught in the shops, and following this statement of principles, he recommended the founding of a printing shop. I have been given to understand that it was many, many years before this recommendation became effective, and the very efficient printing shop in use at the present time was established.

The first report of the President of the Board of Directors in 1848 states: "It is expected that much, which for the present is done by persons hired on the place, may be performed by pupils,"

and then it goes on to say that they may engage in the practical work on the plan established at the United States Military Academy at West Point, and instead of having the work done for them in their rooms and on the campus and elsewhere, that they themselves might very profitably engage in this work. It is interesting to note also that when a little later, material was furnished to the boys through the use of which they might receive some hand training, they were given the opportunity to sell the manufactured articles and after paying for the materials, to receive one-half of the profits from the sale in cash, and to accumulate the other half by what was really a banking system, so that when they went out from the College they might have some capital and meantime might learn something of the value of money.

In the year 1848 a committee of the Board reported: "Some mechanical instruction should be introduced," and again in 1850, "While Mr. Girard does not expressly provide for the employment of pupils in manual labor, the College is undoubtedly authorized to employ them in that manner." In this latter report it is indicated that at the age of ten years a boy of the College might begin to wait upon himself and look out for himself in certain ways, and that at the age of twelve years, he might begin to receive practical experience along shop lines. In 1859, the President of the Board directly recommended the erection of work-shops for hand-work education, and this concretely is the beginning of the hand-work training in Girard College. In accordance with this resolution, provision was at first made for a few selected pupils, those who had made a specially good record by character or otherwise.

In 1862 the statement was made that the experiment in hand-work instruction had been in effect for two or three years, and it was regarded as very successful; already they were beginning to find the value of it, and to make provision for its greater development. In all this, the thing that has impressed me particularly, I may say, was emphasis laid upon the value of honest labor. May I indulge in just one little personal illusion? I happen to have been born in the South—although I have lived

over the country at large—but my early experience was in that section of the country, and when I went back to the Georgia School of Technology, one of the greatest joys I had was in seeing the sons of the finest blood of the South putting on their overalls and going into the shops and elsewhere, and engaging in manual labor, not only without murmuring, but really glorying in it. I believe that the example of those hundreds, if not thousands, of young men has done very much to dignify labor as it is in that section at the present time, and I am quite sure that the effect here in Girard College of the stress laid upon the value of honest labor has permeated every section of the country, South, North, East and West, and taught a most valuable lesson. I am sure also that is one of the very highest types of educational work.

The President of the Board of Directors of the City Trust in 1871 praised the hand-work instruction at Girard in his report. We haven't time to read extracts from these reports. But the impulse for hand-work instruction received its greatest growth on account of the Centennial celebration in 1876. It is very interesting to note that the so-called Russian plan, which differed from the plans in vogue in Europe merely in that it put elementary instruction with all tools as the basis for specialization thereafter, was adopted at Girard College. It was not merely a question of attempting to teach great trade efficiency in the College itself, but more important than that, the value of the fundamental training and skill in the use of tools as the basis for all work. And it is an interesting thing to know that the development of technical education today is very largely along that line in most of our great engineering institutes. Of course, there is work done with the hands, and there is a great deal of practical work indulged in, but more and more stress is being laid upon training in fundamentals, because when that has been thoroughly accomplished, it is relatively easy thereafter to specialize.

In 1881 a special committee of the Board of Directors of City Trusts devoted itself to mechanical instruction. Several trips were made to Europe and a plan of instruction was adopted. Mr. T. Mason Mitchell, formerly of the Baldwin Locomotive

Works, was elected superintendent of the first shop that was opened, I believe, in 1882. Mr. James H. Windrim was the architect of a new mechanical building, which was planned for originally in 1882 and completed in 1884, and it is the shop, very largely, that you have at the present time. Mr. Mitchell reported on instruction in mechanical drawing, wood-working, pattern work, practical carpentry, foundry, blacksmithing, printing, etc., in 1890, and made reference also to the value from an educational standpoint of this instruction as evidenced in the work of other institutions.

This, in brief, is an historical outline of the evolution of hand-work training here at Girard College. There are very interesting details, which, of course, we necessarily have to omit, but that gives you an outline of how this work has grown.

My attention has been called to the introduction in 1918 of a type of instruction in which personally I am very much interested,—that is, part time instruction. This plan was first entered into with the Chester Shipbuilding Company; some twenty boys of Girard College going down there each day for a period of two weeks for strictly practical work in helping to erect ships under government contracts, and returning at night to the College. At the end of the two week period, the first group remained at the College to engage in theoretical work, while twenty other boys, serving as their alternates, went to the Chester Ship Yards. This is a system of education which now goes by the name of the coöperative plan; it was developed to a very high extent by a former Pennsylvanian, Dean Schneider of the University of Cincinnati. His idea was that the best results could be obtained in engineering by giving the young men stated periods of training, not in the shops of the College itself, but in modern shops, under modern shop conditions, having the benefit of the most efficient machinery and equipment, and at the same time becoming conversant through practice, with modern shop efficiency. I am very much interested to see that this plan has been introduced here, and that it is still being followed by coöperative arrangements not with the ship yards, but with representative industrial concerns of Philadelphia.

I am sure you will be interested to know that it was a former Pennsylvanian who established this plan in Cincinnati and that they are just finishing in that city the construction of a building costing nearly a million dollars in which commercial coöperative training is to be given throughout the years of a five year course. Just as here at Girard College, there is at the University of Cincinnati, a differentiation of work in the fourth year. In the last two years there, just as here, the man who selects a mechanical training goes into the shop, and the man who selects commercial training goes into the banks and brokers' offices, to receive his practical training and experience. And so successful has this plan become in Cincinnati that Dean Schneider showed me last April applications for this work from over five thousand high school graduates, whom he could not accommodate.

I am informed that in the past twelve years, vocational instruction in both trade and commercial lines has become an important phase of the educational work of Girard College; three years of general training in hand work being given in the seventh, eighth, and ninth school years, and intensive training for an elected vocation being added for the entire afternoons of the tenth and eleventh years. There are eight trades that the student who goes into the mechanical department may select from, namely trade drafting, pattern making, carpentry, foundry work, blacksmithing, machine shop practice, practical electricity and printing.

In conclusion, let me state concretely that I have had the very great pleasure recently of inspecting some of this work. After what Dr. Johnstone has said, I won't dare to say that I "inspected" the boys, but I surely inspected their work and was greatly pleased with what I saw. Without flattery, and from the standpoint of some experience, I wish to give it my very heartiest commendation. I have noted very carefully the equipment that is in place, and the type of work and the interest of the students, and all those things which as a matter of experience one instinctively notes. I can easily understand from what I saw why the exhibits of the department of drafting should be highly praised, as I am informed that they have been.

In pattern making, the work was accurate and the students were interested. And then in carpentry, some of the work was not merely interesting, but quite remarkable, showing a very high degree of efficiency. And in foundry work—I have been particularly interested in foundry work—and it was most interesting to see these boys engaging in that type of work and see their efficiency. As I watched them and saw the exceeding care with which they went through with this difficult work and how well they succeeded in it, there was abundant evidence as to the quality of the instruction as well as of the intelligence of the pupils. And so with black-smithing and with machine shop practice, and practical electricity and printing.

I took occasion to question numbers of students in each of these departments as to their interest in their work, and it was most pleasing to see the response on the part of the young men. I did not wonder, after I saw this enthusiasm and this well directed educational training that was manifested everywhere I went, at the splendid record that the Girard College students have made in practical life. The impression that was made upon me as I went the rounds was particularly of the great practical value of the work done; that it was not merely a question of manual training, not merely of skill with the hands, but more especially of putting through a job in an efficient, workmanlike and honest manner. For instance, in practical electricity, instead of teaching the boys theory alone, or telling them something about the transmission of the fluid force, I found the boy sent out, under the supervision of their instructor, to install a motor, or a system of lighting for the use of the College. In carpentry, they were building cabinets and window screens for actual use; in the machine shop they were producing gears and repair parts for the plant; in printing, they were running the letter heads, the blank forms and instruction sheets for the use of the College, and were setting on the linotype machines the College Magazine and the President's Report; in the Commercial School, they were assisting in the various offices of the executives of the College. Work of this sort, ladies and gentlemen, is more than mere manual training, it is *man training*, and whether or not the

boy thus trained goes out to follow the line he has elected while at the College, he has received an education in discharging responsibility, in putting a job through, which will be of inestimable value in whatever walk in life he later may engage.

In conclusion, my friends, an institution is known by its fruits, and properly so; a bad vine cannot bring forth good fruit. The more I learn of Girard College and the men who have gone out from it and the records which they are making in the world, the more I realize the value of the splendid training received here; and I congratulate any boy who is privileged to enjoy the opportunity offered in this wonderful institution. As has been well said, there is probably nothing like it in the world. And I congratulate you graduates that you have had this chance to make a success of your lives. As I have said, Drexel Institute and all of us wish you and wish the College God-speed in this work.

## RELIGIOUS TRAINING AT GIRARD COLLEGE

Address by Joseph M. McCutcheon

Graduate of Girard College, 1883

In addressing myself to the subject of Religious Training at Girard College it may safely be assumed that there is a certain amount of ignorance and lack of understanding of the policy pursued by the authorities who control the Institution, and it is my purpose to present a brief statement relating to the question of the *training* of the student in those *fundamental verities* of truth *exemplified* by the Christian Religion. The question of creed or sect is in no way involved.

In referring to the present practice as to Religious Training in the College, it is necessary for a clear understanding that we refer to a paragraph of the will of the Founder around which have centered the *false impressions* due to a misconception of the purposes of Mr. Girard which have existed, not only since the opening of the College, but even prior to the admission of students to the benefits of Mr. Girard's bequest. The paragraph which has aroused controversy is one in which he excludes ministers of any sect or creed from ever visiting the College or holding any position in the Institution.

Immediately after these conditions were made public, there arose a protest from persons who failed to appreciate the purpose of the Founder, although *he had stated his reasons clearly and concisely*, which were, that he wished the minds of the scholars to be kept free from sectarian controversies, and further that he had no intention of casting reflection upon any religious organization whatsoever.

Several years after the executors of his estate had made settlement in accordance with the terms of his will, the heirs at law in 1838 who had accepted the original terms entered suit



against the City of Philadelphia in an endeavor to destroy the validity of the will. In 1841 the case was decided *against* the heirs by the lower Court, and in 1843 an appeal was taken by the complainants to the Supreme Court of the United States.

In 1844 the Supreme Court of the United States unanimously sustained the will, and Mr. Justice Story, in rendering the decision for the court, said in part, "The Testator does not say that Christianity shall not be taught in the College but only that no Ecclesiastic of any sect shall hold or exercise any station or duty in the College. Why may not laymen instruct in the general principles of Christianity, as well as Ecclesiastics? There is no restriction as to the religious opinions of the instructors and officers. Under the auspices of the City Government, they will always be men, not only distinguished for learning and talent, but for piety and elevated virtue and holy lives and character. And we cannot overlook the blessings which such men, by their conduct as well as their instructions, may, nay must impart to their youthful pupils. Why may not the Bible, and especially the New Testament, without note or comment, be read and taught as a divine revelation, in the College—its general precepts expounded, its evidences explained, and its glorious principles of morality inculcated? Where can the purest principles of morality be learned so clearly or so perfectly, as from the New Testament? All that we can gather from his language is, that he desired to exclude sectarians and sectarianism from the College, leaving the instructors and officers free to teach the purest morality, the love of truth, sobriety and industry by all appropriate means: and of course, including the best, the surest and the most impressive. We are satisfied that there is nothing in the devise establishing the College or in the regulations and restrictions contained therein, which are inconsistent with the Christian religion."

I shall presume on your patience by presenting parts of the arguments of the distinguished lawyers who represented the City of Philadelphia in the suit. There were several legal objections filed by the heirs which I am not equipped to discuss, nor have I the leisure to investigate them. Our special interest at

this time rests upon the aspect of the case as related to religious instruction at the College, which interested the public at the time of the trial and still continues to center interest in the institution and continues to be misunderstood by the ill-informed and uninformed. The stress of the arguments against the will was that the plans of Mr. Girard were Unchristian and against public policy, claiming that "the principles and exclusions prescribed by Mr. Girard were derogatory and hostile to the Christian Religion and as being against the common law and public policy for the reason of the exclusion of all Ecclesiastics, Missionaries and Ministers of any sect from holding or exercising any station or duty in the College or even visiting the same; and secondly, that the scholars were limited in the instruction of pure morality, and general benevolence, and a love of truth, sobriety and industry, thereby excluding by implication all instruction in the Christian Religion."

Having thus stated the ground of objection of those who contested the will, and in view of the continued currency of opinion of similar purport, either by persons of narrow or illiberal views, I invite your consideration of certain facts, confining myself to actualities with which we are conversant.

John Sergeant for the defence said: "In the consideration of this interesting part of the case, however, it must be remembered which has been entirely overlooked or forgotten on the other side—that no poor orphan is to come into the College by compulsion, nor be forced to submit to the privations which an ingenious fancy has conjured up as remotely possible. Their entrance is to be voluntary, in all cases. It is to be sought by themselves. Nor is their will to be determined only by their own childish, and therefore feeble and inadequate judgment. Provision is carefully made for the concurrence and approbation of their proper guardians and protectors, to whom it lawfully belongs, to take care of their interests, and the interests the public have in their welfare. Those who do not approve the terms, will of course not enter. No power on earth can compel them."

Horace Binney also for the defense said: "All that with any

semblance of truth can be charged against the Will, is that it *omits expressly to provide for the teaching of Christianity*: and if this is a fatal defect, no endowment of a school for instruction in human learning only, can ever be lawful."

The motive was to "keep the minds of the pupils free from the influence of clashing doctrines, and sectarian controversy." "The means adopted, were the exclusion of ministers of every sect from the College. Had he meant to exclude religion from his school, he would have done so as distinctly and emphatically as he has excluded the ministers of religion."

Sergeant also stated that "Girard desired the pupils in the College to be instructed in 'The purest principles of morality' and he proceeds to bear his testimony unequivocally to the necessity of religion to the right conduct of life, by adding 'so that on their entrance into active life, they may from inclination and habit, evince benevolence towards their fellow creatures, and a love of truth, sobriety and industry' (all Christian virtues) 'adopting at the same time such Religious Tenets as their matured reason may enable them to prefer.' Right or wrong, therefore, religion is a part of the system of instruction.

"The Bible is nowhere prohibited, and where all the means the trustees may think proper to employ, are left to their discretion, no one can pretend, with any reason to affirm, that this, which they will probably deem the best of all, is to be excluded. Where will they find the 'purest principles of morality' which they are enjoined to teach, but in the New Testament? Whence, but from the same sacred book, can they derive the lessons of 'benevolence towards their fellow creatures, and a love of truth, sobriety and industry?' Besides, the pupils are to be prepared for adopting such religious tenets as their matured reason may prefer. The Bible may be used, and so may all devotional and religious exercises which pious laymen think conducive to the welfare of youth. Nothing is prohibited."

It is preposterous to conceive or concede that the directors, officers and teachers of Girard College are persons who are *devoid of Christian convictions* or who are infected with atheistic or unchristian characteristics. Public opinion long ere this

would have demanded the disestablishment of such an institution. It would deserve and receive the well merited condemnation.

Binney further stated that "Girard especially desired that by every proper means a pure attachment to the sacred rights of conscience, shall be formed and fostered in their minds. Are they not to be taught what conscience is, and whose voice it speaks, and that it is the greatest demonstrative proof of the being of God?"

Regarding Mr. Girard's injunction as to the character of officers and teachers in the College, we may allude to the *long list* of Christian men and women who have served the institution from the outset, who have testified by their *lives* and *adherence* to the Christian Church to their *belief* and *acceptance* of its teachings. The truths of the gospel have here been faithfully expounded by laymen, who have unfolded to the students assembled for religious worship on each succeeding Sabbath those essential qualities that constitute religious character, and the hearts and minds of the youths have been turned to those eternal truths which will enable them to choose "that good part which shall not be taken away."

Binney asks: "On what principle of common, decent justice to his Will, can it be averred that he meant them to exclude Christian morals and to teach deistical or theistical morals?" He supposes that the great truths of Christianity in which all Christian denominations concur, will be taught in the College.

"The notion that the Christian religion cannot be taught by laymen is pure extravagance. It is taught by laymen in the most efficient of our schools for Christian instruction—our universal Sunday Schools, the greatest and best of modern institutions.

"Pious laymen may not be able, in the estimation of some, perhaps many denominations, to form a Church but they are able to support religion and are its chief support. Pious laymen, too, can and do give religious instruction. One thing is certain, they are not restrained by the Will from using any means they may think fit for instructing the youth, committed to their care, in the principles of religion and preparing them for a religious life."

Speaking from personal contact, and out of an acquaintance

with hundreds of former students at the College, I have no knowledge of a single one who was either agnostic, atheistic, or avowedly unchristian. On the contrary I have found most of them either actively engaged in, or attached to, some religious organization. It would be unwise to assert that all former students have developed those peculiar Christian graces which would qualify them for citizenship in the New Jerusalem, *but* we can refute the *insinuation* that there has been a *neglect* of teaching of these principles which would have enabled them to be at least candidates for such citizenship, had they but heeded the instruction so frequently and earnestly inculcated while they were students in the College.

I am sure there can be no disagreement as regards the character of the men who have been best able to arouse the interests of the students and influence the thinking and actions of the boys in the formative and plastic periods of their lives. The efficient teacher must be on fire with his theme before he can communicate his zeal, secure real devotion, enlist their adherence or assent to any form of belief. I doubt whether any secular educational school in the country has a more consecrated list of Chapel speakers than this College. A review of the names reveals scholastic, professional and business standing of the loftiest type; some of them are identified with outstanding educational institutions; others have occupied distinguished positions in public life; many of them have been brought here from distant cities. In looking over the list for the past year, we find that fifty-three speakers have addressed the Sunday Chapel audiences; of these twenty-eight were teachers, professors or heads of schools, six were lawyers or public officials, eight were either executives or members of the faculty of this College; eleven may be classed as business men and of this eleven, six were former students of the College.

Are we not justified in having confidence that these men believed that the tenets of Christianity are the means to an acceptance of the facts of the Christian Church and a necessary complement to a real understanding of one's responsibility to God and man? We believe that their service has been not merely to

add to the morality of the student, but has contributed to the sanctifying of the character of the lives of those who have been privileged to receive their messages.

A popular diversion of those who misrepresent the College has been to attack the life and religion of Mr. Girard, but a review of his life does not disclose anything either said or done by him which was derogatory to any religion. True, we have no knowledge of Girard's active adherence, when he became a man, to any religious sect, but his interest day after day in the welfare of his fellow citizens and the magnificent charity which he endowed, should be evidence that he viewed the needs of humanity with sympathy, and that he was ever willing to bind up the wounds of those who had fallen, or were in need, and also that he treated them as he would have been treated.

Who is warranted in casting a stain upon or in judging the inward life of Mr. Girard or in questioning his motives? "Pure religion and undefiled before God and the Father, is to visit the sick and the widows in their affliction and to keep oneself unspotted from the world." We know he performed the first. Are we justified in questioning his acts as to the second of the Apostle's standards?

As regards the charge of atheism, which has been made against Girard, we have the answer in his identification with the Masonic Fraternity, the portals of whose lodges would be open only to one who acknowledged his belief in God, and who after entrance, had made a restatement of his trust in God. Girard continued during his life his loyalty to his Masonic obligation, and he was honored in his death by his brethren. *Surely the answer to captious criticism is found* in the decision of high legal minds, the *confidence* of mothers, relatives, friends and guardians of the youth who have been placed in the College, the *character* of those who have served and are serving the College, the *results* evidenced in the lives of these boys grown to manhood, the *standing* of the laymen who have proclaimed the truth from the Chapel desk. *All of these should be a sufficient answer* to refute the false and unfounded statements which have been circulated by ill-disposed individuals.

The facts are that from the day the College opened its gates for the reception of students up to the present time there has been in it a definite and continuous reverence for the things spiritual, the Bible and prayer and religious hymns having been part of the worship. Every student begins the day's activities by the attendance upon morning prayers; Sunday services assume the character of the usual church services. A reverent and spiritual atmosphere pervades the exercises. The singing by the students is inspirational. The address by a layman on a topic related to some aspect of religious living must contribute to deep and lasting impressions upon those in attendance. The meals are preceded by prayers of thankfulness for God's mercies.

The last annual report of the President of the College states: "A portion of Sunday is given to group study with lessons on Bible heroes for the younger boys and Biblical history and geography for the boys of the middle size and a series of discussions on more diverse subjects growing out of the life interest of the older boys."

*But what of the young men who have finished their schooling and left the College to take up life's work?* Here we have evidence of the permanent impression of the religious training inculcated during their student days, for a long list is available of former students who have entered the Christian ministry or engaged in Missionary, Y. M. C. A., or other phases of Christian activities, thus *proving* by their lives and their work that Christian instruction has not been neglected in the training of the Girard students. The seed sown has grown in many instances into stately trees which have been productive of the fruits of Righteousness, and the results of the early planting of the good seed are a goodly showing and highly creditable to the College. Some of these young men have given themselves to become preachers of the Gospel of Good Tidings and they have carried the message, in some instances, to the ends of the earth. Can more be said of any other educational institution?

It is inconceivable that the boys who receive their training here would be left to their own devices, without the directing guidance

necessary to a knowledge which would enable them to distinguish between right and wrong, or that the great truths taught in the Scriptures would be overlooked. We know that one of the pressing duties resting upon those here in authority is the responsibility for the training of the consciences of the students.

Certainly it would be a grave mistake to educate our young men in any line without making sure of those fundamental principles of rectitude of conduct which are taught in the Bible; the control of forces and motives, essential to the duties in life, come only through the influence of an enlightened conscience. Religious training teaches obedience to law, human and Divine, and the law of love in our relations to humanity. We may boldly ask are these principles as well inculcated in the average home or school as they are in the College founded by Stephen Girard? Here particular emphasis is placed upon the importance of personal responsibility in those things which are for present happiness and eternal good.

The citizens of this Commonwealth, the students and graduates of this Collge should be concerned for the good name and honor of the Founder; they should recognize the accomplishments of the College, cherish it for the great benefits it has conferred on thousands of young men and assure the world that those who have received, are receiving and will receive the benefits of Stephen Girard's beneficence are safe and secure in those things which make for true manhood and Christian living.

"Whatsoever things are true, whatsoever things are honest, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue and if there be any praise, think on these things." Guiding and directing hands at Girard College ever will hold aloft these ideals before the boys entrusted to their care.